

DOCUMENT RESUME

ED 063 061

RC 006 130

TITLE New Mexico State Department of Education, Division of Indian Education. 1970-71 Annual Report.

INSTITUTION New Mexico State Dept. of Education, Santa Fe. Div. of Indian Education.

PUB DATE 71

NOTE 117p.

EDRS PRICE MF-\$0.65 HC-\$6.58

DESCRIPTORS *American Indians; *Annual Reports; Average Daily Attendance; Communications; *Compensatory Education Programs; Dropouts; *Educational Improvement; Educational Research; Enrollment; *Federal Programs; Graduates; Kindergarten; Personnel; School Community Relationship; School Funds; Services; State Programs

IDENTIFIERS New Mexico

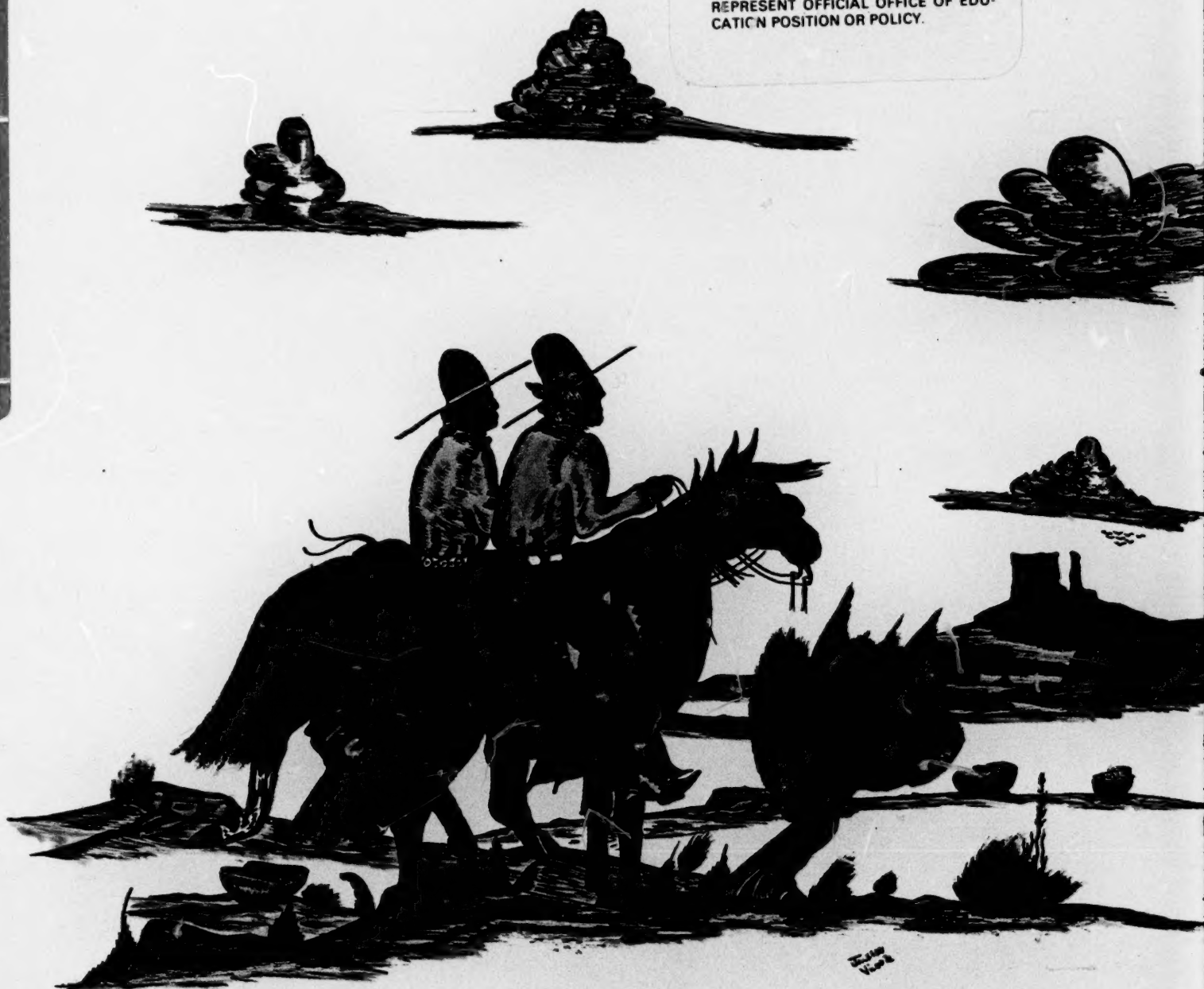
ABSTRACT

An annual report (1970-71) of New Mexico's State Department of Education, Division of Indian Education, this document presents data pertaining to the 20 schools receiving Johnson-O'Malley benefits. Observations from the Director of Indian Education indicate that kindergarten units were expanded to 41 units in 12 districts; that 10 Indian community-school liaison persons were employed to aid community-school communications; that 52 teaching specialists and 36 instructional aides were provided to help promote individualized instruction; that 16 counselors and 11 registered nurses worked full time with the Indian students; and that Indian absenteeism and dropouts have decreased slightly. Included along with these observations are (1) a list of superintendents of Johnson-O'Malley schools; (2) an annual report on public school contracts; (3) school district narratives; (4) tables on Johnson-O'Malley Indian enrollment by schools and months, Johnson-O'Malley Indian average daily attendance by schools and months and by grades and months, and enrollment and average daily attendance of Johnson-O'Malley Indian students; and (5) State and District Summary Reports on enrollment, graduates, and dropouts. (MJB)

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Annual Report

Division of Indian Education
New Mexico State Department of Education
1970 - 71

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CONTENTS

	Page No.
I. Observations from the Director of Indian Education	3
II. Superintendents of Johnson-O'Malley Schools	4
III. Annual Report on Public School Contracts	5
IV. School Narratives	16
V. Table I -- Johnson-O'Malley Indian Enrollment by Schools and Months	34
VI. Table II -- Johnson-O'Malley Indian Average Daily Attendance by Schools and Months	35
VII. Table III -- Johnson-O'Malley Indian Average Daily Attendance by Grades and Months	36
VIII. Table IV -- Johnson-O'Malley Indian Average Daily Attendance by Grades and Months	37
IV. Table V -- Enrollment and Average Daily Attendance of Johnson-O'Malley Indian Students	38
X. State and District Summary Reports -- Enrollment, Graduates, Dropouts	39



GOVERNOR ABEL SANCHEZ

The 1970-71 Johnson-O'Malley Annual Report of Abel Sanchez, many times Governor and Ildefonso Pueblo just north of Santa Fe, New Mexico.

Governor Sanchez, 1899-1971, whose likeness is in this report, began his gubernatorial career at the age of 35 as Lt. Governor of San Ildefonso. In the span of 36 years he was chosen Governor eight times and served as Governor, a position he held at the time of his death. His active participation, deep interest, and wise counsel and presence and advice were in demand at local, state, and national levels.

Although Governor Sanchez gave unstinting attention to the general welfare of his people, perhaps his greatest contribution was to the youth of all races. He understood the importance of ethnic background, to acquire the type of person for the future. In his words: "The greatest contribution is to the youth of all races."

His philosophy of life was perhaps best expressed in his words: "You may stand alone in trying to do good, but you will not be completely if he strives to do good and express his philosophy having contributed to the progress of mankind."



GOVERNOR ABEL SANCHEZ – Indian Leader

The 1970-71 Johnson-O'Malley Annual Report is dedicated to the memory of Abel Sanchez, many times Governor and Lt. Governor of his beloved San Ildefonso Pueblo just north of Santa Fe, New Mexico.

Governor Sanchez, 1899-1971, whose likeness graces the inside cover of this report, began his gubernatorial career at the age of 26, when he was elected Lt. Governor of San Ildefonso. In the span of years between 1925 and 1971 he was chosen Governor eight times and a like number of times as Lt. Governor, a position he held at the time of his death in 1971. Because of his active participation, deep interest, and wise counseling in all Indian affairs, his presence and advice were in demand at local, state and national levels.

Although Governor Sanchez gave unstintingly of his time and talents to the general welfare of his people, perhaps his greatest concern was for the future of the youth of all races. He understood the necessity for all youth, regardless of ethnic background, to acquire the type of education that would best fit them for the future. In his words: "The greatest responsibility is to prepare."

His philosophy of life was perhaps best expressed in his advice to his sons: "You may stand alone in trying to do good, but, no man ever disappears completely if he strives to do good and expects no reward outside the joy of having contributed to the progress of mankind."

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OBSERVATIONS FROM THE DIRECTOR OF INDIAN EDUCATION

The fiscal year of 1970-71 was an eventful one for the Indian Education Division of the New Mexico State Department of Education. It has been studded with: changes in personnel, adoption of a new state plan, accusatory reports that demanded much attention and time, and educational workshops, in addition to the customary tasks of building the required budgets and the supervision of the Johnson-O'Malley Programs within the twenty eligible school districts.

Shortly after the beginning of the school year, Valentino Cordova, the Taos Indian member of the Division, resigned to accept employment with the Southwestern Indian Polytechnic Institute. This position is still vacant for lack of qualified applicants. On June 1, 1971 Mrs. Eve Arthur, Indian Education Specialist joined the office and field staff of the Division. Mrs. Maggie McReynolds, a native of San Ildefonso Pueblo, formerly employed in the Department, joined the Division as secretary to the Division Specialists.

The new State Plan formally adopted in October, 1970, contained several changes. Some of the significant changes were: required approval by all tribal governing bodies before any amendments can be made to the state plan, certification of students' eligibility by the tribal leader or his duly appointed delegate and the inclusion of Indian children whose parent or parents are federally employed, if other eligibility requirements for Johnson-O'Malley benefits are met.

In January, 1971 the State Department received copies of "Even Chance,"* a publication alleging misuse of Federal funds specifically allotted for the needs of Indian and other needy children in public schools. Criticisms were primarily aimed at the uses of Impact Aid Laws (P.L. 874 & 815) Title I and Johnson-O'Malley funds. Much time, travel and the expertise of many persons were utilized in formulating, "Response to 'An Even Chance'." This report involved all of the Johnson-O'Malley staff.

At the State Department level we acknowledge that the 16,000 Indian students participating in programs in the twenty Johnson-O'Malley school

districts in New Mexico are entitled to the same educational opportunities as those of all other racial or ethnic groups. The differences of the Indian students' programs be provided to insure that as rapid as that of their non-Indian counterparts. emphasis was placed on special programs for eligible Johnson-O'Malley districts.

Kindergarten units were expanded to include each K unit of twenty students with a qualified aide. All instructional supplies are provided from Johnson-O'Malley funds.

Ten Indian community-school liaison officers facilitate communications between the school and the community.

Fifty-two teaching specialists and 36 aides are employed to serve the Indian students could receive more specialized instruction.

Sixteen counselors and eleven registrars are employed to serve the Indian students.

Public school administrators, working in cooperation with the Indian Education Division, are becoming more aware of the unique needs of Indian schools and are making more of an effort to provide specialized instruction for them. The benefits of education are diminishing somewhat.

In conclusion, there is evidence that the Indian student in the public schools is receiving a better Indian Education.

*Even Chance — by N.A.A.C.P. Legal Defense and Educational Fund, Inc., with the cooperation of the Center for Law and Education

OBSERVATIONS FROM THE DIRECTOR OF INDIAN EDUCATION

eventful one for the Indian Education Department of Education. It has been the adoption of a new state plan, accusatory on and time, and educational workshops, of building the required budgets and the Programs within the twenty eligible

school year, Valentino Cordova, the Taos assigned to accept employment with the substitute. This position is still vacant for 1, 1971 Mrs. Eve Arthur, Indian Education field staff of the Division. Mrs. Maggieonso Pueblo, formerly employed in the secretary to the Division Specialists.

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districts in New Mexico are entitled to the same educational opportunities as those of all other racial or ethnic groups. The unique cultural and language differences of the Indian students in public schools require that special programs be provided to insure that the educational progress of the Indian is as rapid as that of their non-Indian peers. To insure this progress, heavy emphasis was placed on special programs for Indian students in all of the eligible Johnson-O'Malley districts.

Kindergarten units were expanded to a total of 41 units in twelve districts. Each K unit of twenty students was staffed with a certified teacher and a qualified aide. All instructional supplies and materials were also provided by Johnson-O'Malley funds.

Ten Indian community-school liaison persons were employed to help with communications between the school and the Indian home.

Fifty-two teaching specialists and 36 instructional aides were provided so that the Indian students could receive more individual instruction.

Sixteen counselors and eleven registered nurses were working full time with the Indian students.

Public school administrators, working with the various Indian parent groups are becoming more aware of the unique needs of the Indian students in their schools and are making more of an effort than ever before to provide specialized instruction for them. The Indian student is more aware than ever before of the benefits of education and as a result, absenteeism and dropouts are diminishing somewhat.

In conclusion, there is evidence that there are more opportunities available to the Indian student in the public schools than ever before in the history of Indian Education.

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ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

STATE: NEW MEXICO SCHOOL YEAR: 1970 - 1971

5. Reconciliation of receipts and expenditures.

(1) State cash credit July 1, 1970	\$ <u>19,069.61</u>
(2) Received from the Bureau of Indian Affairs	<u>\$2,532,599.94</u>
Refund N.M.S.U. Contract	1,330.45
(3) Total credits	<u>\$2,553,000.00</u>
(4) Total expenditures	<u>\$2,527,769.41</u>
(5) Carry-over to succeeding school year	\$ <u>25,230.59</u>

TOTAL EXPENDITURES ITEMIZED

(a) Instructional	790,936.00
(b) Special Transportation	59,698.00
(c) Pre-School	386,499.00
(d) Remedial	19,760.00
(e) Other Special Services*	489,976.00
(f) Meals	499,057.31
(g) Parental Costs	33,194.53
(h) Workshops - In-service Training	27,933.19
(i) Other	8,615.00
(j) Administration	71,800.38
(k) Meal Advance	<u>140,300.00</u>
	<u>\$2,527,769.41</u>

*Nurse salaries and health supplies, student activities, Attendance Officers, Liaison Officers, fixed charges, Capitol Outlay, Special Projects

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

ANNUAL REPORT

STATE: NEW MEXICO SCHOOL YEAR: 1970-1971

DISTRICT: Albuquerque Municipal

SCHOOL: _____

3. Financial:

Instruction, ... \$ 81,484.00

Special transportation \$ 10,000.00

Lunches:

	<u>Number of Lunches</u>	<u>Cost per Lunch</u>	<u>TOTAL</u>
Elementary	_____	_____	\$ _____
Junior High	_____	_____	\$ _____
High	_____	_____	\$ _____

Total \$ 26,561.05

Pre-school programs. \$ 7,200.00

Remedial programs \$ 13,700.00

Other special services. \$ 4,955.00

TOTAL EXPENDITURES \$ 143,900.05

STATE: NEW MEXICO

DISTRICT: Bernalillo Municipal

SCHOOL: _____

3. Financial:

Instruction, ... \$ _____

Special transportation \$ _____

Lunches:

	<u>Number of Lunches</u>	<u>Cost per Lunch</u>	<u>TOTAL</u>
Elementary	_____	_____	\$ _____
Junior High	_____	_____	\$ _____
High	_____	_____	\$ _____

Total \$ _____

Pre-school programs. \$ _____

Remedial programs \$ _____

Other special services. \$ _____

TOTAL EXPENDITURES \$ _____

PUBLIC SCHOOL CONTRACT

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

SCHOOL YEAR: 1970-1971STATE: NEW MEXICOSCHOOL YEAR: 1970-1971DISTRICT: Bernalillo Municipal

SCHOOL: _____

3. Financial:..... \$ 81,484.00..... \$ 10,000.00Cost
per LunchTOTAL

\$ _____

\$ _____

\$ _____

..... \$ 26,561.05..... \$ 7,200.00..... \$ 13,700.00..... \$ 4,955.00RES..... \$ 143,900.05Instruction..... \$ 100,384.00Special transportation..... \$ 3,000.00

Lunches:

Number
of LunchesCost
per LunchTOTAL

Elementary..... \$ _____

Junior High..... \$ _____

High..... \$ _____

Total..... \$ 35,275.47Pre-school programs..... \$ 45,369.00

Remedial programs..... \$ _____

Other special services..... \$ 47,512.00TOTAL EXPENDITURES..... \$ 231,540.47

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

STATE: NEW MEXICO SCHOOL YEAR: 1970 - 1971

DISTRICT: Bloomfield Municipal

SCHOOL: _____

3. Financial:

Instruction. \$ 13,738.00

Special transportation \$ 8,500.00

Lunches:

	<u>Number of Lunches</u>	<u>Cost per Lunch</u>	<u>TOTAL</u>
Elementary	_____	_____	\$ _____
Junior High	_____	_____	\$ _____
High	_____	_____	\$ _____

Total \$ 15,818.16

Pre-school programs. \$ 40,000.00

Remedial programs \$ _____

Other special services. \$ 3,033.00

TOTAL EXPENDITURES \$ 81,089.16

ANNUAL REPORT ON

STATE: NEW MEXICO

DISTRICT: Central Consolidated - K

SCHOOL: _____

3. Financial:

Instruction.

Special transportation

Lunches:

	<u>Number of Lunches</u>
Elementary	_____
Junior High	_____
High	_____

Total

Pre-school programs.

Remedial programs

Other special services.

TOTAL EXPENDIT

N PUBLIC SCHOOL CONTRACT

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

SCHOOL YEAR: 1970 - 1971

STATE: NEW MEXICO SCHOOL YEAR: 1970 - 1971

DISTRICT: Central Consolidated - Kirtland, N.M.

SCHOOL: _____

3. Financial:

..... \$ 13,738.00

..... \$ 8,500.00

Cost per Lunch	TOTAL
\$ _____	\$ _____
\$ _____	\$ _____
\$ _____	\$ _____

..... \$ 15,818.16

..... \$ 40,000.00

..... \$ _____

..... \$ 3,033.00

TURES \$ 81,089.16

Instruction. \$ 54,344.00

Special transportation \$ 3,835.00

Lunches:

	Number of Lunches	Cost per Lunch	TOTAL
Elementary	_____	_____	\$ _____
Junior High	_____	_____	\$ _____
High	_____	_____	\$ _____

Total \$ 102,633.88

Pre-school programs. \$ 57,500.00

Remedial programs \$ _____

Other special services. \$ 40,235.00

TOTAL EXPENDITURES \$ 258,547.88

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

STATE: NEW MEXICO SCHOOL YEAR: 1970-1971

DISTRICT: Cuba Independent Schools

SCHOOL: _____

3. Financial:

Instruction. \$ 33,123.00

Special transportation \$ 4,000.00

Lunches:

	<u>Number of Lunches</u>	<u>Cost per Lunch</u>	<u>TOTAL</u>
Elementary	_____	_____	\$ _____
Junior High	_____	_____	\$ _____
High	_____	_____	\$ _____

Total \$ 21,650.66

Pre-school programs. \$ 18,050.00

Remedial programs \$ _____

Other special services. \$ 57,312.00

TOTAL EXPENDITURES \$ 134,135.66

ANNUAL REPORT ON

STATE: NEW MEXICO

DISTRICT: Dulce Independent Sch

SCHOOL: _____

3. Financial:

Instruction.

Special transportation

Lunches:

	<u>Number of Lunches</u>
Elementary	_____
Junior High	_____
High	_____

Total

Pre-school programs.

Remedial programs

Other special services.

TOTAL EXPENDIT

PUBLIC SCHOOL CONTRACT

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

SCHOOL YEAR: 1970-1971

STATE: NEW MEXICO SCHOOL YEAR: 1970-1971

DISTRICT: Dulce Independent Schools

SCHOOL:

3. Financial:

\$ 33,123.00

\$ 4,000.00

Instruction. \$ 56,457.00

Special transportation \$

Lunches:

Cost per Lunch	TOTAL
	\$
	\$
	\$

\$ 21,650.66

\$ 18,050.00

\$

\$ 57,312.00

ES \$134,135.66

	Number of Lunches	Cost per Lunch	TOTAL
Elementary			\$
Junior High			\$
High			\$

Total \$ 13,580.88

Pre-school programs. \$ 46,652.00

Remedial programs \$

Other special services. \$ 18,853.00

TOTAL EXPENDITURES \$135,542.88

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

STATE: NEW MEXICO SCHOOL YEAR: 1970 - 1971

DISTRICT: Espanola Municipal

SCHOOL: _____

3. Financial:

Instruction, ... \$ 9,960.00

Special transportation \$ 1,500.00

Lunches:

	<u>Number of Lunches</u>	<u>Cost per Lunch</u>	<u>TOTAL</u>
Elementary	_____	_____	\$ _____
Junior High	_____	_____	\$ _____
High	_____	_____	\$ _____

Total \$ 11,904.30

Pre-school programs \$ _____

Remedial programs \$ 560.00

Other special services \$ 10,300.00

TOTAL EXPENDITURES \$ 34,224.30

ANNUAL REPORT

STATE: NEW MEXICO

DISTRICT: Farmington Municipal

SCHOOL: _____

3. Financial:

Instruction, ... \$ _____

Special transportation \$ _____

Lunches:

	<u>Num of Lun</u>
Elementary	_____
Junior High	_____
High	_____

Total \$ _____

Pre-school programs \$ _____

Remedial programs \$ _____

Other special services \$ _____

TOTAL EXPENDITURES \$ _____

N PUBLIC SCHOOL CONTRACT

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

SCHOOL YEAR: 1970 - 1971

STATE: NEW MEXICO SCHOOL YEAR: 1970 - 1971

DISTRICT: Farmington Municipal

SCHOOL:

3. Financial:

\$ 9,960.00

Instruction. \$ 10,177.00

\$ 1,500.00

Special transportation \$

Lunches:

Cost per Lunch	TOTAL
\$	
\$	
\$	

Number of Lunches	Cost per Lunch	TOTAL
----------------------	-------------------	-------

Elementary		\$
Junior High		\$
High		\$

\$11,904.30

Total \$ 10,060.55

\$

Pre-school programs. \$

\$ 560.00

Remedial programs \$

\$10,300.00

Other special services. \$ 55.00

TURES \$34,224.30

TOTAL EXPENDITURES \$ 20,292.55

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

STATE: NEW MEXICO SCHOOL YEAR: 1970-1971

DISTRICT: Gallup-McKinley County

SCHOOL: _____

3. Financial:

Instruction. \$ 150,988.00

Special transportation \$ 5,299.00

Lunches:

	<u>Number of Lunches</u>	<u>Cost per Lunch</u>	<u>TOTAL</u>
Elementary	_____	_____	\$ _____
Junior High	_____	_____	\$ _____
High	_____	_____	\$ _____

Total \$ 186,565.25

Pre-school programs. \$ 69,900.00

Remedial programs \$ 3,000.00

Other special services. \$ 171,017.00

TOTAL EXPENDITURES \$ 586,769.25

ANNUAL REPORT

STATE: NEW MEXICO

DISTRICT: Grants Municipi

SCHOOL: _____

3. Financial:

Instruction.

Special transportation

Lunches:

	<u>Nu of Lu</u>
Elementary	_____
Junior High	_____
High	_____

Total

Pre-school programs.

Remedial programs

Other special services.

TOTAL EXPE

PUBLIC SCHOOL CONTRACT

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

SCHOOL YEAR: 1970-1971

STATE: NEW MEXICO SCHOOL YEAR: 1970-1971

DISTRICT: Grants Municipal

SCHOOL:

3. Financial:

\$ 150,988.00

Instruction. \$ 67,307.00

\$ 5,299.00

Special transportation \$ 14,000.00

Lunches:

Cost per Lunch	TOTAL
\$	
\$	
\$	

	Number of Lunches	Cost per Lunch	TOTAL
Elementary			\$
Junior High			\$
High			\$

\$ 186,565.25

Total \$ 28,420.16

\$ 69,900.00

Pre-school programs \$

\$ 3,000.00

Remedial programs \$

\$ 171,017.00

Other special services \$ 39,141.00

\$ 586,769.25

TOTAL EXPENDITURES \$ 148,868.16

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

STATE: NEW MEXICO SCHOOL YEAR: 1970 - 1971

DISTRICT: Jemez Mountains Independent

SCHOOL: _____

3. Financial:

Instruction, ... \$ 850.00

Special transportation \$ _____

Lunches:

	<u>Number of Lunches</u>	<u>Cost per Lunch</u>	<u>TOTAL</u>
Elementary	_____	_____	\$ _____
Junior High	_____	_____	\$ _____
High	_____	_____	\$ _____
Total	_____	_____	\$ <u>2,654.04</u>

Pre-school programs. \$ 17,450.00

Remedial programs \$ _____

Other special services. \$ 6,629.00

TOTAL EXPENDITURES \$ 27,583.04

ANNUAL REPORT ON P

STATE: NEW MEXICO

DISTRICT: Jemez Springs Public

SCHOOL: _____

3. Financial:

Instruction, ...

Special transportation

Lunches:

	<u>Number of Lunches</u>
Elementary	_____
Junior High	_____
High	_____

Total

Pre-school programs.

Remedial programs

Other special services.

TOTAL EXPENDITUR

PUBLIC SCHOOL CONTRACT

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

SCHOOL YEAR: 1970 - 1971

STATE: NEW MEXICO SCHOOL YEAR: 1970 - 1971

dent

DISTRICT: Jemez Springs Public

SCHOOL:

3. Financial:

\$ 850.00

Instruction. \$ 51,367.00

\$

Special transportation \$ 3,124.00

Lunches:

Cost
per Lunch

TOTAL

\$

\$

\$

\$ 2,654.04

\$ 17,450.00

\$

\$ 6,629.00

ES \$ 27,583.04

Number
of Lunches

Cost
per Lunch

TOTAL

Elementary \$

Junior High \$

High \$

Total \$ 10,571.60

Pre-school programs. \$ 18,766.00

Remedial programs \$

Other special services. \$ 15,667.00

TOTAL EXPENDITURES \$ 99,495.60

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

STATE: NEW MEXICO SCHOOL YEAR: 1970-1971

DISTRICT: Los Lunas Consolidated

SCHOOL: _____

3. Financial:

Instruction \$ 31,225.00

Special transportation \$ 1,000.00

Lunches:

	<u>Number of Lunches</u>	<u>Cost per Lunch</u>	<u>TOTAL</u>
Elementary	_____	_____	\$ _____
Junior High	_____	_____	\$ _____
High	_____	_____	\$ _____
Total	_____	_____	\$ <u>8,232.60</u>

Pre-school programs \$ 21,812.00

Remedial programs \$ _____

Other special services \$ 9,463.00

TOTAL EXPENDITURES \$ 71,732.60

ANNUAL REPORT ON P

STATE: NEW MEXICO

DISTRICT: Magdalena Municipal

SCHOOL: _____

3. Financial:

Instruction _____

Special transportation _____

Lunches:

	<u>Number of Lunches</u>
Elementary	_____
Junior High	_____
High	_____
Total	_____

Pre-school programs _____

Remedial programs _____

Other special services _____

TOTAL EXPENDITUR _____

PUBLIC SCHOOL CONTRACT

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

SCHOOL YEAR: 1970-1971

STATE: NEW MEXICO SCHOOL YEAR: 1970-1971

DISTRICT: Magdalena Municipal

SCHOOL: _____

3. Financial:

..... \$ 31,225.00

..... \$ 1,000.00

Instruction..... \$ 34,309.00

Special transportation..... \$ _____

Lunches:

<u>Cost</u> <u>per Lunch</u>	<u>TOTAL</u>
_____	\$ _____
_____	\$ _____
_____	\$ _____

..... \$ 8,232.60

..... \$ 21,812.00

..... \$ _____

..... \$ 9,463.00

..... \$ 71,732.60

	<u>Number</u> <u>of Lunches</u>	<u>Cost</u> <u>per Lunch</u>	<u>TOTAL</u>
--	------------------------------------	---------------------------------	--------------

Elementary	_____	_____	\$ _____
Junior High	_____	_____	\$ _____
High	_____	_____	\$ _____

Total..... \$ _____

Pre-school programs..... \$ _____

Remedial programs..... \$ 2,400.00

Other special services..... \$ 7,504.00

TOTAL EXPENDITURES..... \$ 44,213.00

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

STATE: NEW MEXICO SCHOOL YEAR: 1970 - 1971

DISTRICT: Penasco Independent

SCHOOL: _____

3. Financial:

Instruction. \$ 9,204.00

Special transportation \$ _____

Lunches:

	<u>Number of Lunches</u>	<u>Cost per Lunch</u>	<u>TOTAL</u>
Elementary	_____	_____	\$ _____
Junior High	_____	_____	\$ _____
High	_____	_____	\$ _____

Total \$ 519.20

Pre-school programs. \$ _____

Remedial programs \$ _____

Other special services. \$ 140.00

TOTAL EXPENDITURES \$ 9,863.20

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

STATE: NEW MEXICO

DISTRICT: Pojoaque Valley

SCHOOL: _____

3. Financial:

Instruction.

Special transportation

Lunches:

	<u>Number of Lunches</u>
Elementary	_____
Junior High	_____
High	_____

Total

Pre-school programs.

Remedial programs

Other special services.

TOTAL EXPENDITURES

PUBLIC SCHOOL CONTRACT

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

SCHOOL YEAR: 1970 - 1971

STATE: NEW MEXICO

SCHOOL YEAR: 1970 - 1971

DISTRICT: Pojoaque Valley

SCHOOL: _____

3. Financial:

..... \$ 9,204.00

Instruction, ... \$ 16,468.00

..... \$ _____

Special transportation \$ 1,500.00

Lunches:

<u>Cost</u> <u>per Lunch</u>	<u>TOTAL</u>
---------------------------------	--------------

_____	\$ _____
_____	\$ _____
_____	\$ _____

..... \$ 519.20

..... \$ _____

..... \$ _____

..... \$ 140.00

..... \$ 9,863.20

	<u>Number</u> <u>of Lunches</u>	<u>Cost</u> <u>per Lunch</u>	<u>TOTAL</u>
--	------------------------------------	---------------------------------	--------------

Elementary	_____	_____	\$ _____
Junior High	_____	_____	\$ _____
High	_____	_____	\$ _____

Total \$ 4,531.08

Pre-school programs, ... \$ _____

Remedial programs \$ _____

Other special services \$ 2,267.00

TOTAL EXPENDITURES \$ 24,766.08

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

STATE: NEW MEXICO SCHOOL YEAR: 1970 - 1971

DISTRICT: Ruidoso Municipal

SCHOOL: _____

3. Financial:

Instruction. \$ 7,470.00

Special transportation \$ 1,440.00

Lunches:

	<u>Number of Lunches</u>	<u>Cost per Lunch</u>	<u>TOTAL</u>
Elementary	_____	_____	\$ _____
Junior High	_____	_____	\$ _____
High	_____	_____	\$ _____
Total	_____	_____	\$ <u>1,825.80</u>

Pre-school programs. \$ 7,800.00

Remedial programs \$ 100.00

Other special services. \$ 12,100.00

TOTAL EXPENDITURES \$ 30,735.80

ANNUAL REPORT ON P

STATE: NEW MEXICO

DISTRICT: Taos Municipal

SCHOOL: _____

3. Financial:

Instruction.

Special transportation

Lunches:

	<u>Number of Lunches</u>
Elementary	_____
Junior High	_____
High	_____

Total

Pre-school programs.

Remedial programs

Other special services.

TOTAL EXPENDITUR

PUBLIC SCHOOL CONTRACT

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

SCHOOL YEAR: 1970 - 1971

STATE: NEW MEXICO SCHOOL YEAR: 1970 - 1971

DISTRICT: Taos Municipal

SCHOOL: _____

3. Financial:

..... \$ 7,470.00

..... \$ 1,440.00

Instruction, ... \$ 17,650.00

Special transportation \$ 1,000.00

Lunches:

Cost per Lunch	TOTAL
_____	\$ _____
_____	\$ _____
_____	\$ _____

..... \$ 1,825.80

..... \$ 7,800.00

..... \$ 100.00

..... \$ 12,100.00

..... \$ 30,735.80

	Number of Lunches	Cost per Lunch	TOTAL
Elementary	_____	_____	\$ _____
Junior High	_____	_____	\$ _____
High	_____	_____	\$ _____

Total \$ 3,206.00

Pre-school programs. \$ _____

Remedial programs \$ _____

Other special services. \$ 6,591.00

TOTAL EXPENDITURES \$ 28,447.00

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

STATE: NEW MEXICO SCHOOL YEAR: 1970 - 1971

DISTRICT: Truth or Consequences (Carrie Tingley Hospital for Crippled Children)

SCHOOL: _____

3. Financial:

Instruction. \$ 1,505.00

Special transportation \$ _____

Lunches:

	<u>Number of Lunches</u>	<u>Cost per Lunch</u>	<u>TOTAL</u>
Elementary	_____	_____	\$ _____
Junior High	_____	_____	\$ _____
High	_____	_____	\$ _____

Total \$ _____

Pre-school programs. \$ _____

Remedial programs \$ _____

Other special services. \$ _____

TOTAL EXPENDITURES \$ 1,505.00

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

STATE: NEW MEXICO

DISTRICT: Tularosa Municipal

SCHOOL: _____

3. Financial:

Instruction.

Special transportation

Lunches:

	<u>Number of Lunches</u>
Elementary	_____
Junior High	_____
High	_____

Total

Pre-school programs.

Remedial programs

Other special services.

TOTAL EXPENDITURES

C SCHOOL CONTRACT

ANNUAL REPORT ON PUBLIC SCHOOL CONTRACT

SCHOOL YEAR: 1970 - 1971

STATE: NEW MEXICO SCHOOL YEAR: 1970 - 1971

gley Hospital for Crippled Children)

DISTRICT: Tularosa Municipal

SCHOOL: _____

3. Financial:

..... \$1,505.00

Instruction. \$ 42,926.00

..... \$

Special transportation \$ 1,500.00

Lunches:

Cost per Lunch	TOTAL
_____	\$ _____
_____	\$ _____
_____	\$ _____

	Number of Lunches	Cost per Lunch	TOTAL
Elementary	_____	_____	\$ _____
Junior High	_____	_____	\$ _____
High	_____	_____	\$ _____

..... \$

Total \$ 15,046.63

..... \$

Pre-school programs. \$ 36,000.00

..... \$

Remedial programs \$

..... \$

Other special services. \$ 37,202.00

..... \$1,505.00

TOTAL EXPENDITURES \$ 132,674.63

ALBUQUERQUE MUNICIPAL SCHOOLS

The largest school system in the State of New Mexico, with a student population of 83,000, Albuquerque serves two small groups of Johnson-O'Malley Indian students. One group is from the Isleta Indian Pueblo, about 15 miles south of Albuquerque, the other from the Canoncito Navajo Reservation, 25 miles to the west of the city. The combined Johnson-O'Malley enrollment from the two groups fluctuated around 250 pupils for 1970-71, with Cañoncito having a slight edge in number of pupils. The Cañoncito project encompasses pupils Grades 1 through 12, the Isleta Grades 6 through 12.

This is the second school year for some special Indian Education Projects in Albuquerque. In the first year, 1969-70, two counselors and three remedial reading teachers were assigned to the program and began work in September 1969. One team, composed of a counselor and a reading teacher, was assigned to Polk Junior High and Rio Grande High School as supplementary staff to help meet the needs of the Isleta Indian students attending these schools. A second team of two reading teachers, an aide and a counselor were assigned to work with the Canoncito Navajo students who are bused to Valle Vista grade school, John Adams Junior High School and West Mesa High School. Funds were also provided for secretarial services of one person. The total budget for Albuquerque, including meals, was \$87,688.10.

The results of the efforts of this supportive staff were most positive. The needs of the Isleta group are not as great as those of the Cañoncito group, but the students' attitude toward school and their class attendance improved remarkably. Strong community contact was established with the Cañoncito parents and tribal leaders.

During the present year, the projects continued to grow. Budget was increased to \$105,139.00, with increased funds being spent for individual study materials requested by the reading teachers and additional aides placed in the schools housing the Cañoncito group.

Community contacts with the Isleta Pueblo have increased this year. The counselor has become quite involved with several parents and the Pueblo leaders. The students have become more receptive to the efforts of the supportive staff and seem much more interested in school activities. The high school students planned and presented an Indian Culture Assembly program for the school. Parents and community leaders joined the students in the presentation and as spectators. School officials said this program was one of the year's best.

Efforts of the Cañoncito staff continue to be well accepted by the regular

school staffs, the students, and parents. At the high school to help improve the attendance of seven Cañoncito Indian students at West Mesa High School at the present time they number 21. The staffs of the junior high school have been of great assistance of the reading teachers with the counselor and reading teacher feel that there are definite academic gains on this year. Health Officials find this supportive staff helpful in contact and treat the health needs of

The basic objective of the projects is the accomplishments of these students, their self-concept. The close contact of staff with students is most helpful. School interest and attendance are increasing. Decreased truancy and dropouts

Problems involved with Indian Education Projects should be considered:

- A. The small number of Indian students causes some teachers difficulty as to the attention that is sometimes needed.
- B. Hours spent on buses must be considered. (Transportation was a problem for the Gallegos of APS found a way to the Chapter House. Here the students ride to school).

Examples of programs that have been successful in the district:

- A. Counselor-student-parent cooperation
- B. Individualized study under the guidance of teachers and aides
- C. Improved busing

ALBUQUERQUE MUNICIPAL SCHOOLS

the State of New Mexico, with a student
Albuquerque serves two small groups of
s. One group is from the Isleta Indian
Albuquerque, the other from the Canoncito
to the west of the city. The combined
in the two groups fluctuated around 250
having a slight edge in number of pupils.
ses pupils Grades 1 through 12, the Isleta

some special Indian Education Projects in
1969-70, two counselors and three remedial
the program and began work in September
counselor and a reading teacher, was assigned
nde High School as supplementary staff to
Indian students attending these schools. A
ers, an aide and a counselor were assigned to
students who are bused to Valle Vista grade
School and West Mesa High School. Funds
services of one person. The total budget for
\$87,688.10.

s supportive staff were most positive. The
s great as those of the Cañoncito group, but
hool and their class attendance improved
contact was established with the Cañoncito

projects continued to grow. Budget was
increased funds being spent for individual
reading teachers and additional aides placed
into group.

Isleta Pueblo have increased this year. The
olved with several parents and the Pueblo
ome more receptive to the efforts of the
more interested in school activities. The high
ented an Indian Culture Assembly program
community leaders joined the students in the
chool officials said this program was one of

continue to be well accepted by the regular

school staffs, the students, and parents. One aide has functioned well at the
high school to help improve the attendance of the older students. There were
seven Cañoncito Indian students at West Mesa in 1968-69 school year. At the
present time they number 21. The aides working at the grade school and
junior high school have been of great value to the students through their
assistance of the reading teachers with individual study for the students. The
counselor and reading teacher feel the junior high school group will show
definite academic gains on this year-end report of school grades. Public
Health Officials find this supportive staff most valuable in their efforts to
contact and treat the health needs of the community.

The basic objective of the program is to improve the academic
accomplishments of these students through increased self-confidence and
self-concept. The close contact of students and supportive staff are proving
most helpful. School interest and effort on the part of these students is
increasing. Decreased truancy and drop-out rate will indicate this.

Problems involved with Indian Education in this district are not unusual. Two
should be considered:

- A. The small number of Indian students in each class continues to cause
some teachers difficulty as they find it difficult to give the individual
attention that is sometimes needed by this small group.
- B. Hours spent on buses must decrease the energy available for school
work. (Transportation was much improved this year when Mr. Paul
Gallegos of APS found a way to add small buses to bring the students
to the Chapter House. Here they transferred to large buses for the
ride to school).

Examples of programs that have been successful with Indian children in this
district:

- A. Counselor-student-parent contact
- B. Individualized study under the direction of the reading specialists
and aides
- C. Improved busing

BERNALILLO PUBLIC SCHOOLS

The Bernalillo Public School system has approximately 2,600 students of which fifty per cent are of Indian lineage, derived from the five Pueblos that compose the school community -- Cochiti, Santo Domingo, San Felipe, Santa Ana and Sandia Pueblos.

There are seven educational centers in the school district. Five of these schools give services to the Indian students. Two of these schools are located on Indian land - Cochiti and Santo Domingo reservations, and the other three schools are located in the town of Bernalillo -- Roosevelt Elementary, Bernalillo Junior High School, and Bernalillo High School.

Programs provided through Johnson-O'Malley funds during the 1970-71 school year were as follows:

- A. A reading laboratory was established at the Santo Domingo School and had its first year of operation. Two teachers handled this program attempting to meet the needs of relatively small, selected number of students by:
 - (1) Creating an inspirational environment
 - (2) Individualizing instruction
 - (3) Working at a functional reading level
 - (4) Assuring success and building self confidence
 - (5) Using a variety of methods, materials and techniques
- B. A TESOL program using one J & O teacher and one Title I teacher was implemented at Santo Domingo. Most of the students selected for the program were those students identified as having pronounced difficulty in getting hold of the English language.
- C. Kindergarten programs were carried on at the Santo Domingo and Cochiti schools. Four teachers and four teacher-aides were hired for this program.
- D. Nursing and counseling services were also provided by the Johnson-O'Malley funds.
- E. Through Johnson-O'Malley funds, the schools were able to expand curricular experiences through field trips, excursions and visits. This helped to nurture a sense of pride in the pupil's language, heritage and culture through the use of language materials. Art and music activities were used to enhance the pupil self-esteem.
- F. Staff members were hired under J & O to implement the language arts, speech and drama programs at the secondary level. These programs provided various activities such as role playing, acting, vocal control, sound production, exercise speech, story telling and dramatic readings. One of the main goals of these programs was to provide language situations in which students speaking English as a second language are provided models to copy in their usage of English.
- G. The Liaison Program funded by JOM enabled the school district to hire two people (one from Santo Domingo Pueblo and the other

from San Felipe Pueblo) closely in their shared described activities of these

- (a) Establish liaison between and encouraging involvement
- (b) Attend school board meetings for further involvement of
- (c) Gather information on and Title I activities, members of the tribal council
- (d) The liaison person is to school programs and tribal council and school

The over-all objective of the JOM is to assist the entire instructional functional experiences so as to meet any cultural environment. The individual needs and the particular system through this type of a program participation in the thinking and school.

Two problems encountered by Indian

1. Poor school attendance.
2. Because of shyness, Indian programs as they should.

Programs that have been highly successful in Bernalillo School District are:

1. Language Arts Program -- made significant progress.
2. The Physical Education -- competitively involved with other schools.
3. Arts and Crafts Program --
4. Library and Counseling -- educational and social growth
5. The Indian Club socialized background to a point where

BERNALILLO PUBLIC SCHOOLS

approximately 2,600 students of
derived from the five Pueblos that
Santo Domingo, San Felipe, Santa

the school district. Five of these
Two of these schools are located
reservations, and the other three
Bernalillo -- Roosevelt Elementary,
High School.

valley funds during the 1970-71

ed at the Santo Domingo School
ion. Two teachers handled this
needs of relatively small, selected

ment

level

self confidence

materials and techniques

O teacher and one Title I teacher
go. Most of the students selected
students identified as having
old of the English language.

ed on at the Santo Domingo and
four teacher-aides were hired for

es were also provided by the

the schools were able to expand
d trips, excursions and visits. This
e in the pupil's language, heritage
language materials. Art and music
pupil self-esteem.

J & O to implement the language
s at the secondary level. These
ies such as role playing, acting,
exercise speech, story telling and
in goals of these programs was to
ch students speaking English as a
odels to copy in their usage of

OM enabled the school district to
o Domingo Pueblo and the other

from San Felipe Pueblo) to help the school and community work
closely in their shared interest of school and education. The
described activities of these liaison officers are:

- (a) Establish liaison between school and family groups by visitation and encouraging involvement and participation in school affairs.
- (b) Attend school board meetings, PTA meetings for the purpose of further involvement of the Pueblos in the educational program.
- (c) Gather information on school budget hearings, conferences, JOM and Title I activities, school board meetings and disseminate to members of the tribal councils.
- (d) The liaison person is to familiarize himself with all aspects of the school programs and their offerings for correlation between the tribal council and school officials.

The over-all objective of the JOM program in the Bernalillo School District is to assist the entire instructional program in bringing to the students functional experiences so as to make him an effective functional person in any cultural environment. The program strives to meet the student's individual needs and the particular needs of the community. The school system through this type of a program, hopes to gain more and closer parental participation in the thinking and planning which leads to an effective school.

Two problems encountered by Indian education are:

1. Poor school attendance.
2. Because of shyness, Indian students do not participate in educational programs as they should.

Programs that have been highly successful with the Indian children in the Bernalillo School District are:

1. Language Arts Program -- students enrolled in this program have made significant progress.
2. The Physical Education Program helped the students become competitively involved with other students from the district and other schools.
3. Arts and Crafts Program -- Indian students excelled in this program.
4. Library and Counseling Services -- Aided the students in their educational and social growth.
5. The Indian Club socialized the student and made him appreciate his background to a point where he was proud of his cultural heritage.

BLOOMFIELD MUNICIPAL SCHOOLS

Bloomfield is a small prosperous community in the northwestern part of New Mexico. The total school population numbers approximately 1300 students including about 460 Navajo children from the nearby reservation. The Bloomfield School Board is composed of five members, one of whom is a Navajo Indian. There are five attendance centers — three elementary, one junior and one senior high school. None of these are on Indian land so all Indian pupils are bused to and from school.

The current status of the district's involvement in Johnson-O'Malley programs include the following:

Funding for 1/3 salary of the Liaison Officer who works very successfully with our Indian attendance problems. This person services to strengthen relationships with the Navajo people.

Funding for one full-time kindergarten teacher. This teacher handles students, most of whom have not had an opportunity to attend the pre-school program and are not completely ready to enter the first grade. The kindergarten program stresses the use of the English language, number readiness, reading, etc.

Special transportation for the Navajo students was provided under the program. This program was designed to make school more pleasant by providing the students transportation to and from athletic practice, special programs, play practice, chorus and band programs, athletic events and other interest activities.

Basic objectives of the program in this district is to develop each child to the maximum extent possible consistent with his abilities. This goal implies commitment to the position that major concern should be given to recognition of each pupil as a unique human being. Consequently, it is imperative that teachers and other staff members become acquainted with pupils as individuals. The interests, problems, abilities, needs and motivations of pupils are important influences on the teaching and learning program. The program objectives are being accomplished as expected.

Programs that have been highly successful are the pre-school, kindergarten, health and transportation.

FINANCIAL RE

1/3 Liaison Officer
Kindergarten Teacher
General Ins. Supplies
Health S & S
Fixed Charges (ERA., etc.)
Special Transportation

BLOOMFIELD MUNICIPAL SCHOOLS

ty in the northwestern part of New
bers approximately 1300 students
om the nearby reservation. The
five members, one of whom is a
centers — three elementary, one
of these are on Indian land so all

Programs that have been highly successful with Indian children in the district
are the pre-school, kindergarten, health care, attendance and special
transportation.

FINANCIAL REPORT

ent in Johnson-O'Malley programs

fficer who works very successfully
his person services to strengthen

cher. This teacher handles students,
portunity to attend the pre-school
y to enter the first grade. The
of the English language, number

1/3 Liaison Officer	\$ 1,200.00
Kindergarten Teacher	9,500.00
General Ins. Supplies	4,238.00
Health S & S	600.00
Fixed Charges (ERA., etc.)	1,233.00
Special Transportation	<u>8,500.00</u>
	\$25,271.00

students was provided under the
o make school more pleasant by
and from athletic practice, special
programs, athletic events and other

strict is to develop each child to the
ith his abilities. This goal implies
jor concern should be given to
human being. Consequently, it is
members become acquainted with
ems, abilities, needs and motivations
teaching and learning program. The
l as expected.

CENTRAL INDEPENDENT SCHOOLS

The first application for Johnson-O'Malley funds by this school system was made during the 1952-53 school term. Only eight (8) Navajo Indians were attending the public school in Kirtland, New Mexico on this date. The program has expanded year by year since the above date. The 1970-71 enrollment of Johnson-O'Malley students was 3477.

The following general programs are listed on a priority basis:

1. Pre-school (kindergarten) programs. (Naschitti, Newcomb and Kirtland attendance areas)
2. Arts and Crafts — Program designed to meet special abilities of Indian students.
3. Centralized Research — An effort to discover and publish reading materials based on the Navajo environment in order to create a high interest in basic reading.
4. Health Services — A program of service for Indian students equal to those services provided for Indian pupils attending boarding school of the B.I.A.
5. Counseling and Guidance — An effort to provide service of special significance to Indian students.
6. Transportation — Cost related to kindergarten students and special field trips for Indian students.

The intent of the Johnson-O'Malley program in this school district is designed to meet the special needs of Navajo Indian children.

The basic objectives are:

1. Create through pre-school enable Indian pupils to handle the first grade.
2. Provide courses related to success can be attained by
3. Provide certain parental of many Navajo parents.

The problems of Indian education of bilingual-bicultural ethnic groups

There are no Indian Education of Education other than the Johnson-O'Malley funds are the students.

Programs that have effectively aid

1. Pre-school Programs
2. Navajo Crafts
3. Research on the use of

All Indian students of eleven (11) No. 22, San Juan County, New Mexico benefits from Johnson-O'Malley 1970-71 because of new policies Mexico tribes.

CENTRAL INDEPENDENT SCHOOLS

Malley funds by this school system was
m. Only eight (8) Navajo Indians were
rtland, New Mexico on this date. The
ar since the above date. The 1970-71
ents was 3477.

sted on a priority basis:

programs. (Naschitti, Newcomb and

m designed to meet special abilities of

n effort to discover and publish reading
jo environment in order to create a high

m of service for Indian students equal to
Indian pupils attending boarding school

— An effort to provide service of special
ts.

ated to kindergarten students and special
s.

program in this school district is designed
Indian children.

1. Create through pre-school programs an oral English vocabulary to enable Indian pupils to have a better chance of success when entering the first grade.
2. Provide courses related to the Navajo culture where a feeling of success can be attained by the participating students.
3. Provide certain parental services that are beyond the financial ability of many Navajo parents.

The problems of Indian education in this district are basically those of any bilingual-bicultural ethnic group of people.

There are no Indian Education programs sponsored by the State Department of Education other than those funded by Johnson-O'Malley money. Johnson-O'Malley funds are the only dollars identified specifically for Indian students.

Programs that have effectively aided Indian pupils are:

1. Pre-school Programs
2. Navajo Crafts
3. Research on the use of Navajo traditions in Indian Education

All Indian students of eleven (11) schools of Central Consolidated District No. 22, San Juan County, New Mexico, receive some direct or indirect benefits from Johnson-O'Malley funds. This is particularly true during 1970-71 because of new policies providing free lunches to all Indians of New Mexico tribes.

CUBA INDEPENDENT SCHOOLS

The Cuba Independent School District has its headquarters at the small town of Cuba in the northwestern sector of New Mexico about 100 miles, as the crow flies, northwest of Albuquerque. (See map for exact location)

The total school enrollment of Cuba is approximately 1100 students. About 500 of these are Navajo children from the surrounding reservation. There are BIA boarding schools in the area, but many parents prefer that their children attend the public schools in Cuba.

The availability of schools presents a problem because students are shifting from school to school which hampers the continuity in their educational program.

Public schools will continue to experience increases in enrollment since there seems to be an attitude among the adults that the children will gain more by participating in integrated classrooms.

Language will continue to be a problem, because the experience of many students starting school at kindergarten level is zero in the English language. The regular standardized tests are not a fair measure for these students because starting at zero and making fantastic progress of three years in one year still leaves the child 4 years behind and there is no catching up. In order to cope with the problem we have several programs.

The Johnson-O'Malley kindergarten program is a full day program for the Navajo students and half day for all others. This is a program to help the child to make a good start in his educational endeavors. The children have received help in their social, emotional, physical and academic development in an informal setting. This program has had considerable success as observed by the teachers involved.

During the 1970-71 school year, a librarian was hired for the elementary school. This person organized the library and promoted its use. She purchased reading materials that Navajo children may take home and keep. The book circulation was outstanding and the interest for more materials among the students was very encouraging. The librarian kept records of the book circulation and it kept increasing throughout the year.

A teacher in the area of Business Education for 1970-71 was hired. He took a

personal interest in the Navajo students, encouraged them in every type of course. There is no question in our mind that this program as Indian students with this background are acquiring skills in typing, bookkeeping, and will stand them in good stead in the business world.

The past year Johnson-O'Malley funded a liaison person. This person communicates with the school administration and with the different Chapter House organizations. He attends meetings in different areas of the reservation to discuss problems and the needs of his people. He relates to the school officials regularly. This has worked really well.

The money allocated for special transportation for the salary of a driver that shuttles students from the reservation to school activities. This also has been used to transport Navajo students on excursions.

Some of the problems encountered are:

1. A continual shift of students from one school to another.
2. The lack of experience in the English language by this group.
3. Many students attend school sporadically and do not cover every aspect of education. Cuba has a large number of children that have attended school for less than a year.
4. Many parents do not encourage their children to do their best in school.

Programs that have been successful:

1. It is felt that the kindergarten program has been very successful. The many ideas that have been developed could serve as guides in other areas.
2. The Oral Language Program which was developed by the Educational Laboratory has been a success.
3. Programs in Individualized Prescribed Learning are worthwhile because students are allowed to learn at their own rate. Students that are absent from school are able to proceed at an accelerated rate to school.

CUBA INDEPENDENT SCHOOLS

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the year.

For 1970-71 was hired. He took a

personal interest in the Navajo students, encouraging them to enroll in this
type of course. There is no question in our minds about the need of such a
program as Indian students with this background are in great demand. The
students are acquiring skills in typing, bookkeeping, filing and shorthand that
will stand them in good stead in the business world.

The past year Johnson-'OMalley funded a liaison officer for Cuba Schools.
This person communicates with the school administration, with the parents
and with the different Chapter House organizations. Since he attends
meetings in different areas of the reservation he is very familiar with the
problems and the needs of his people. He relates this type of information to
the school officials regularly. This has worked reasonably well.

The money allocated for special transportation is used to pay part of the
salary of a driver that shuttles students from one school to the other for
activities. This also has been used to transport Navajo students to out of town
excursions.

Some of the problems encountered are:

1. A continual shift of students from one school to another
2. The lack of experience in the English language among members of
this group.
3. Many students attend school sporadically and they fall behind in
every aspect of education. Cuba has had several 11-14 year old
children that have attended school for less than a year.
4. Many parents do not encourage their children to perform at their
best in school.

Programs that have been successful:

1. It is felt that the kindergarten program is one that has been very
successful. The many ideas that have been tried and have worked
could serve as guides in other areas.
2. The Oral Language Program which was developed by the Southwest
Educational Laboratory has been a successful one.
3. Programs in Individualized Prescribed Instruction have been
worthwhile because students are allowed to progress at their own
rate. Students that are absent from school do not suffer as much
because they may proceed at an accelerated pace when they return
to school.

DULCE INDEPENDENT SCHOOLS

The Dulce Independent School District is located in Northern New Mexico on the Jicarilla Apache Indian Reservation. Student enrollment for the 1970-71 school year was 729, of which 544 are Indian.

The District's involvement in Johnson-O'Malley programs has become greater with each passing year. This involvement precludes that identifiable problems and solutions are part of the overall plan for the educational program as it is presently structured.

Indian education programs in the Dulce schools have received a great deal of attention in an effort to give both the academic and the vocational aspects relative strength in order that students can diversify a certain extent from curriculum offering only.

Johnson-O'Malley programs, presently offered as supplementary to the regular programs are as follows:

1. In the instructional areas staff specialists are employed in the speech-language arts, industrial arts, and guidance and counseling.
2. The teacher aide program also was in large part under the Johnson-O'Malley program.
3. A complete kindergarten program is provided all youngsters in the Dulce area.
4. Special services areas are also served by the provision of meals, support supplies, P.E. uniforms, and special parental costs.

The basic objectives to which the program is geared are as follows:

We believe that every individual has potentialities through which effective skills, desirable habits, and socially constructive attitudes can be developed. It is the duty, therefore, of our public schools to encourage and direct the physical, mental, social, emotional, and spiritual growth and development of

each student along desirable lines to become a happy, well adjusted citizen.

Thus, the purpose of our schools is to prepare the child for life in a dynamic -- rather than a static -- society, likely going to meet situations which must learn to cope with new situations to date. The objectives of the schools are to approach problems, how to solve problems, and how to adapt to a situation which arises. The young person must learn from the past and the possibilities of the future. The decisions for the direction of the child in the society. Children must learn that the world is made up of many races and governments, a child must have the ability to work with groups with a tolerant attitude.

Accomplishment of these objectives varies from child to child. Encouraging signs of improved process of development of behavior are the accomplishment of the district's objectives.

Problem areas still persist, the absenteeism of students has not reached the levels of youngsters must be decreased and be enhanced.

Title I, P.L. 89-10 funds are available. However, one cannot minimize the money was used to develop a program geared to a program for Indian children aimed primarily to the aspect of life into the Jicarilla way of life.

DULCE INDEPENDENT SCHOOLS

district is located in Northern New Mexico on the border with Mexico. Student enrollment for the 1970-71 school year was 1,200, of which 1,000 were Indian.

The Johnson-O'Malley program has become an integral part of the school system. Its involvement precludes that identifiable portion of the overall plan for the educational program.

Dulce schools have received a great deal of attention for the academic and the vocational aspects of the program. Students can diversify a certain extent from the traditional curriculum.

Programs are offered as supplementary to the traditional curriculum.

Staff specialists are employed in the fields of art, music, physical education, vocational arts, and guidance and counseling.

The program also was in large part under the direction of the superintendent.

The program is provided all youngsters in the district.

The program is also served by the provision of meals, uniforms, and special parental costs.

The program is geared as follows:

The program has potentialities through which effective constructive attitudes can be developed. It is the policy of the public schools to encourage and direct the intellectual and spiritual growth and development of

each student along desirable lines to the extent of his ability so that he will become a happy, well adjusted contributing member of society.

Thus, the purpose of our school is to prepare the young persons of the society to live effectively in a constantly changing culture. Since we are living in a dynamic -- rather than a static or constant society, young people are most likely going to meet situations which we are unable to predict today. They must learn to cope with new situations which our society has not experienced to date. The objectives of the schools are to help young people to learn how to approach problems, how to utilize cultural resources in solving these problems, and how to adapt their behavior to the demands of each new situation which arises. The young of the society should learn to appraise the past and the possibilities of the future in order to make more intelligent decisions for the direction of their personal behavior and of the behavior of the society. Children must learn tolerance through knowledge. Since the world is made up of many races with different beliefs, mores, customs, governments, a child must have a willingness to accept these other ethnic groups with a tolerant attitude.

Accomplishment of these objectives is a matter of conjecture because student achievement varies from child to child. But, standardized test results show encouraging signs of improved achievement levels. The school system is in the process of development of behavioral objectives which should better reflect the accomplishment of the district-wide objectives.

Problem areas still persist, that is, the drop out rate is still too high, absenteeism of students has not been curbed sufficiently. The aspirational levels of youngsters must be developed, and attitudes towards learning must be enhanced.

Title I, P.L. 89-10 funds are a very minor source of income to the district. However, one cannot minimize their use. During the current year Title I money was used to develop a complete social studies curriculum specifically geared to a program for Indian youngsters. The new social studies program is aimed primarily to the aspect of giving relevance to social studies as it ties into the Jicarilla way of life.

ESPANOLA MUNICIPAL SCHOOLS

The Espanola Public School System has about 1600 students enrolled of which 385 are Indians. These Indian students live in the Pueblo of San Juan, six miles north of Espanola and the Pueblo of Santa Clara, two miles south of Espanola.

There are fifteen education centers in the school district. Two of these schools are located on Indian land, John F. Kennedy Junior High and San Juan Elementary School. Five of the education centers serve the Indian students.

The Johnson-O'Malley program for the 1970-71 school year is as follows:

One counselor provides guidance services at the junior high level. His main responsibility is Indian students, but has counseled other students when they request his services. The office for this counselor is located at Espanola Junior High. His services are available for students from Santa Clara and San Juan Pueblos. The amount budgeted for this service is \$7,500.00.

The other program for this school year is Summer school. The budgeted amount is \$560.00. This program is offered at Espanola High on a tuition basis. The courses offered are for remedial, make-up, and enrichment.

The last two budget line items in the 1970-71 Johnson-O'Malley program are \$2,460 for general instructional supplies and \$1,500 for special transportation.

The total budget for 1970-71 was \$12,020. Not included in this figure was a special allocation in the amount of \$7,680 for the services of an administrative aide, who served as liaison between the schools and the Pueblos of Santa Clara and San Juan.

We believe that the Indian students are meeting the educational goals of this school system and that Johnson-O'Malley programs make the attainment of these objectives realistic and within reach. It is also satisfying to report that not only Indian students, but Indian parents are well-informed of the educational opportunities available to them.

The Espanola Schools are well pleased with the addition of a liaison officer between the schools and two Pueblos. There is excellent communications between the Pueblos, administration, and schools. All school personnel have expressed complete satisfaction with the services being provided by the liaison officer and the administration is in accord and hopes that they continue to have his services.

The Espanola Secondary schools give full sanction to the Tewa Clubs, which have been well organized and very active and productive in many school affairs. The yearly Indian Pow-Wow activities are well prepared and appreciated by all students, school personnel, and parents.

FARMINGTON MUNICIPAL SCHOOLS

Farmington is one of the largest schools in the state in the elementary category with an overall student enrollment of more than 400 Navajo children in the system. (15) attendance centers so programs geared to the needs of these children are not always practical.

Johnson-O'Malley funds to the Farmington schools for the 1970-71 school year amount to \$10,232 which amount covered the (8,930) General Instructional Supplies.

The Farmington school administration and the school counselor had been very effective. The problem of absenteeism of the elementary Indian pupils has been reduced.

1. The current program and trends for the 1970-71 school year. The Indian students are well served.
2. The Johnson-O'Malley program covers the counseling area, purchasing some small amount of Health Support.
3. The basic objectives of the program are by the Indian student, a kindergarten throughout high school.
4. The major problem involved in the district has been the language food and shelter problems.
5. Indian education programs specifically funded by other agencies for the Indian children.
6. The best example and most successful in the counseling program and the reading program. The more participation in all areas.

SCHOOLS

FARMINGTON MUNICIPAL SCHOOLS

1600 students enrolled of which in the Pueblo of San Juan, six Santa Clara, two miles south of

school district. Two of these Kennedy Junior High and San tion centers serve the Indian

71 school year is as follows:

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Summer school. The budgeted d at Espanola High on a tuition ake-up, and enrichment.

1 Johnson-O'Malley program are plies and \$1,500 for special

Not included in this figure was a 7,680 for the services of an between the schools and the

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the addition of a liaison officer ere is excellent communications hools. All school personnel have services being provided by the in accord and hopes that they

unction to the Tewa Clubs, which and productive in many school ctivities are well prepared and , and parents.

Farmington is one of the largest school systems in the Johnson-O'Malley category with an overall student enrollment of 7,000 plus. The slightly more than 400 Navajo children in the system are dispersed throughout the fifteen (15) attendance centers so programs geared to the special needs of the Indian children are not always practical.

Johnson-O'Malley funds to the Farmington schools in 1970-71 was limited to \$10,232 which amount covered the salary of an Elementary Counselor (8,930) General Instructional Supplies (\$1,247), and Health Supplies (\$55).

The Farmington school administration personnel felt that the elementary counselor had been very effective. This belief is reflected in the low absenteeism of the elementary Indian pupils.

1. The current program and trends in Indian Education is increasing each year. The Indian student is treated the same as all other students.
2. The Johnson-O'Malley programs for the 1970-71 school year is in the counseling area, purchasing some general instructional supplies and a small amount of Health Support Supplies and Services.
3. The basic objectives of the program are: increased participation in all areas by the Indian student, and new programs being planned from kindergarten throughout high school.
4. The major problem involved with Indian education in this school district has been the language difference, a small amount of health, food and shelter problems.
5. Indian education programs sponsored by the State Department of Education funded by other sources is Title I. It is not set up specifically for the Indian student but for all underprivileged children.
6. The best example and most successful program with the Indians is the counseling program and the participation of the Indian children in the reading program. The success of these programs is based on more participation in all areas of education.

GRANTS MUNICIPAL SCHOOLS

The Grants Municipal School System has been involved in the Johnson-O'Malley program for many years. In recent years, there has been an increasing emphasis on program planning and the involvement of Indian people in planning the programs and budget. As the school district has developed plans that show a need for additional money, the budget allowance has been increased each year.

The proposed budget for 1971-72 has been developed with the help of officials of the Indian tribes and also has been presented to groups of Indian people for suggestions and criticisms. The result is that the 1971-72 Johnson-O'Malley program can be administered with the cooperation of those receiving the benefits. This budget has been planned to benefit and improve the educational level of the Indian students.

The plan also includes many personalized services both in school and in participation in the extracurricular activities after school hours. Because of the increased funding and complexity of the program, provision is made for adequate administration.

The 1970-71 program provided for five special personnel. Three of these teachers were working as specialists at the Laguna-Acoma Junior-Senior High School. One was a specialist in Speech and Language, one was in Reading and the other one was a specialist in Arts and Crafts. The other two were traveling personnel in Guidance and Reading.

Four aides were employed. Three of these were used for instructional purposes in the classroom and one works with the school nurse.

A nurse and two attendance officers were employed. The nurse works at Laguna-Acoma and other schools with a heavy Indian enrollment. The attendance officers were used to contact homes and work with students and parents in an attempt to improve attendance in school.

General instructional supplies were used to supply the personal needs of the children such as pencils, paper and other needs. In addition specialized materials were purchased to be used in special programs such as arts and crafts, shop and other of these programs.

Library supplies and testing materials improved these programs for the J & O students.

Some new equipment, largely band instruments, was purchased in order to increase the participation in the band program.

Special transportation was provided so that Indian students could participate in after school activities. This program also helped finance necessary activity

trips. A tutorial program was established at the elementary level. Qualified teachers were used.

Problems with Indian Education in the

In the past, and to some degree at the present, the year round Head Start program has lacked readiness for the school year. The year round Head Start program should improve this situation.

Attendance at the secondary level is low. The new administrator will be able to help improve this situation by use of the new administrator will be able to help as he works with the school and the community.

Finding and using more materials is improving as more emphasis is being placed on the entire country.

Communication is a major problem. because they do not attend meetings to inform parents and JOM personnel. A coordinator will be used to visit the schools.

Examples of programs that have been developed in this district:

1. The Bilingual Program
Indian children at Cubero program.

2. Guidance
This person, working with the Guidance has been very active. group counseling has been started at the elementary level.

3. Activity Programs
Through funds available for school activities. Not only but other activities have been developed that has led to success. was sent to the President's Commission on Indian Education. went to New York to the National Indian Education Conference.

GRANTS MUNICIPAL SCHOOLS

System has been involved in the many years. In recent years, there has been an emphasis on planning and the involvement of Indian parents and budget. As the school district has not received additional money, the budget allowance

has been developed with the help of the state. It has also been presented to groups of Indian parents and educators. The result is that the 1971-72 school year was administered with the cooperation of those parents and educators. It has been planned to benefit and improve the education of students.

Specialized services both in school and in the community are provided after school hours. Because of the size of the program, provision is made for

for five special personnel. Three of these are at the Laguna-Acoma Junior-Senior High School. One is in Reading and Language, one was in Reading and Language, and the other two were traveling.

Two of these were used for instructional purposes and work with the school nurse.

Teachers were employed. The nurse works at the school with a heavy Indian enrollment. The school also has contact homes and work with students and parents in the attendance in school.

are used to supply the personal needs of the students and other needs. In addition specialized services are used in special programs such as arts and crafts programs.

Materials improved these programs for the J & O

and instruments, was purchased in order to improve the program.

ed so that Indian students could participate in the program also helped finance necessary activity

trips. A tutorial program was established for after school instruction in four centers. Qualified teachers were used in these centers.

Problems with Indian Education in the Grants District:

In the past, and to some degree at the present, children entering the first grade have lacked readiness for the school program. Language handicap, and lack of background in the home have been responsible for much of this. At the present, the year round Head Start program and kindergarten at Fence Lake should improve this situation.

Attendance at the secondary level is a problem. An attempt is being made to improve this situation by use of the attendance officers. It is hoped that the new administrator will be able to help bring about improvement in this area as he works with the school and the attendance officers.

Finding and using more materials relevant to the Indian child. This situation is improving as more emphasis is being placed on this area throughout the entire country.

Communication is a major problem. It is difficult to reach the bulk of people because they do not attend meetings. The school will make a greater attempt to inform parents and JOM personnel, particularly the administrator — coordinator will be used to visit the villages and attend the village meetings.

Examples of programs that have been highly successful with Indian children in this district:

1. The Bilingual Program

Indian children at Cubero and Fence Lake are participating in this program.

2. Guidance

This person, working with and under the direction of the Director of Guidance has been very active. In addition to testing, individual and group counseling has been carried on. This program is carried on at the elementary level.

3. Activity Programs

Through funds available for taking children home from activities, there has been quite an increase in student participation in after school activities. Not only has the athletic program been improved but other activities have been expanded. Of note is the program in dramatics that has led to statewide recognition. One student, a boy, was sent to the President's Conference in Washington, D.C. Two girls went to New York to the National FHA Convention.

GALLUP-MCKINLEY COUNTY SCHOOLS

The Gallup-McKinley County School District enrolled 12,187 students in 1970-71. Seven thousand nine hundred four of these are Indian students. Both the Navajo and Zuni tribes attend school in this district.

Gallup-McKinley County Schools have been participating in Johnson-O'Malley funding since its inception in 1945. The emphasis in earlier programs was that of providing parental supplies and services to Johnson-O'Malley students. Although these areas have continued to be funded in more recent years, the emphasis is shifting to specifically designed educational programs for these students.

The Johnson-O'Malley programs provided during this reporting year include:

1. Kindergarten Programs in seven Johnson-O'Malley schools.
2. Basic School Supply allotments distributed to all schools based on the Johnson-O'Malley average daily membership in each school.
3. Department Supply allotments distributed to each secondary school based on Johnson-O'Malley enrollments in eligible classes.
4. Purchase of band instruments.
5. Purchase of four vans for student transportation in extracurricular activities.
6. Health services.
7. Guidance and Counseling services.
8. Attendance Counseling services.
9. Instructional Aides.
10. Supplemental instructional materials.
11. Field trips.
12. Clerical assistance.
13. Four pre-first programs. (These programs are to be discontinued after this year.)
14. Summer school program at Zuni Pueblo.
15. Purchase of student athletic supplies.
16. Employee benefits.

The basic objectives of the Johnson-O'Malley program in this district include:

1. Providing student and parental cost items to Johnson-O'Malley children whose parents are financially unable to purchase these items.
2. Providing special programs, such as kindergartens, for Johnson-O'Malley children.
3. Providing special activities and services such as supplemental instructional materials and activity trips to Johnson-O'Malley students.

The extent to which these objectives have been met has depended in part on the level of funding for these programs. We believe that our Johnson-O'Malley programs have been successful ones in helping to meet the unique and diverse needs of Indian children.

Problems involved with Indian Education in this district:

1. The major problem is that of physical facilities in which to house special programs for Indian students.

2. Transportation problems to
 3. Instructional materials spe
 4. Parental involvement.
 5. Regular attendance.
 6. Socio-Economic levels whi
- Indian students, such as la
materials in the home, etc.

Examples of successful programs:

Johnson-O'Malley funds provided approximately 165 children in the seven teachers and one aide. Six of these were provided through Title I and Follow

Classes were located at Navajo, Rock, Zuni Elementary, and Towson. Group instruction was stressed. Emphasis was placed along with readiness and curriculum.

Both pre-service and in-service education were implemented of the program. Of these, a workshop for teachers and aides was held in the classes.

A variety of instruments, both standard and non-standard, were used to evaluate the progress achieved by the children. Readiness Test administered to approximately 68% of the pupils. Math readiness and will likely succeed. List indicated that approximately 10% of the regular first grade class.

Kindergarten children also received help of Johnson-O'Malley funds. This included pre and follow-up work for kindergarten children.

Food services were also considered. A special program and nutritional meals were provided for children attending pre-school classes.

Number of Johnson-O'Malley Indian students
Number of Johnson-O'Malley Indian students

Following is a summary of Johnson-O'Malley Indian students (graduates).

Scholastic
Arts and
Athletic
Music
Attendance

GALLUP-MCKINLEY COUNTY SCHOOLS

ol District enrolled 12,187 students in
d four of these are Indian students. Both
ool in this district.

ve been participating in Johnson-O'Malley
he emphasis in earlier programs was that
services to Johnson-O'Malley students.
to be funded in more recent years, the
designed educational programs for these

vided during this reporting year include:
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e daily membership in each school.
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ese programs are to be discontinued after

Zuni Pueblo.
supplies.

O'Malley program in this district include:
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s and services such as supplemental
d activity trips to Johnson-O'Malley

es have been met has depended in part on
ms. We believe that our Johnson-O'Malley
in helping to meet the unique and diverse

ation in this district:

of physical facilities in which to house
students.

2. Transportation problems to school and to school-related activities.
3. Instructional materials specifically designed for the Indian student.
4. Parental involvement.
5. Regular attendance.
6. Socio-Economic levels which limits the educational background of Indian students, such as lack of travel experiences, lack of reading materials in the home, etc.

Examples of successful programs:

Johnson-O'Malley funds provided pre-school (kindergarten) programs for approximately 165 children in the district. Pre-school personnel included seven teachers and one aide. Six other aides working in the program were provided through Title I and Follow-Through funds.

Classes were located at Navajo, Tohatchi, Crownpoint, Thoreau, Church Rock, Zuni Elementary, and Towa-Yallane - Zuni. Individualized or small group instruction was stressed. English language acquisition was also emphasized along with readiness activities and instruction in all areas of the curriculum.

Both pre-service and in-service education was provided to help assure effective implementation of the program. Of significance was a five day companionship workshop for teachers and aides which was held prior to the opening of classes.

A variety of instruments, both standardized and locally prepared, were used to evaluate the progress achieved by kindergarten children. The Metropolitan Readiness Test administered to all kindergarten children indicated that approximately 68% of the pupils achieved average or above in reading and math readiness and will likely succeed in first grade work. A teacher's check list indicated that approximately 89% of the pupils will be assigned to a regular first grade class.

Kindergarten children also received comprehensive health services through the help of Johnson-O'Malley funds. These services included extensive screening and follow-up work for kindergarten Indian children.

Food services were also considered an integral part of the kindergarten program and nutritional meals were provided for all Johnson-O'Malley Indian children attending pre-school classes.

Number of Johnson-O'Malley Indian students graduating from high school - 213.

Number of Johnson-O'Malley Indian students completing the eighth grade - 421.

Following is a summary of awards and recognition received by Johnson-O'Malley Indian students for special achievement (not confined to graduates).

Scholastic Achievements	99
Arts and Crafts	10
Athletics	166
Music	70
Attendance	70

JEMEZ MOUNTAIN INDEPENDENT SCHOOLS

The Jemez Mountain Independent School District had a total enrollment of 751 for the 1970-71 school year. Seventy-five are Navajo students, for the most part living on the western side of the district in the Lybrook area. They attend Lybrook and Largo Canyon schools for the first eight grades then attend high school at Bloomfield. Very few of the Navajo students attend Coronado High School in the Jemez Mountain District.

The Johnson-O'Malley program at Lybrook includes kindergarten for approximately eleven (11) children, kindergarten transportation and a liaison officer. Through these two facets Jemez Mountain School District feels that there is a concentration of effort to eliminate our two most predominant problems in Indian Education, namely, lack of attendance and need for remediation because of lack of appropriate initial contact with school. The following indicates our reasoning:

1. Kindergarten-prevention of remediation

To help the first school experience to be pleasant; to help the child through transition from home to school; to help the child learn to understand and speak the school language; and to help him maintain respect for and identify with his culture while incorporating aspects of other cultures in his life. We feel this type of successful beginning will eliminate many remedial situations at later levels.

2. Liaison Officer

To promote better understanding between parents and the school; to give the parents an opportunity to participate in school planning and activities; and to encourage better attendance.

There is also extensive cooperation and sharing of materials and ideas between the kindergarten and first grade. The children go to activities in the other room when it is more appropriate for their ability.

These are examples that have been highly successful in Indian Education at Lybrook and, therefore, a continuation is proposed for next year.

JEMEZ SPRING

Jemez Springs Municipal School Mountains of north central children of Jemez and Zia Pueblos ranches and logging camps located

The total school enrollment of 304 Indian students from the held at Jemez School in August exceptionally good. Both pueblo languages to the interested parties this type it was considered very 250 persons. Consideration should

The Johnson-O'Malley program an increase of \$21,080.00. This of:

Librarian
Counselor
Attendance Clerk
Health Aide
Instructional
Kindergarten

Johnson-O'Malley Program

The present Johnson-O'Malley through grade twelve.

Kindergarten Program

Includes two units — consisting 4-1/2 to 6. Personnel involved

The purpose of this program is environment and learn the English

(Continued on page 26.)

JEMEZ MOUNTAIN INDEPENDENT SCHOOLS

Jemez Mountain Independent School District had a total enrollment of 304 students for the 1970-71 school year. Seventy-five are Navajo students, for the eastern side of the district in the Lybrook area. They go to Canyon schools for the first eight grades then to Jemez Mountain. Very few of the Navajo students attend the Jemez Mountain District.

The program at Lybrook includes kindergarten for Navajo children, kindergarten transportation and a liaison officer. Jemez Mountain School District feels that the lack of effort to eliminate our two most predominant problems, namely, lack of attendance and need for more appropriate initial contact with school. The reasoning:

Prevention of remediation

school experience to be pleasant; to help the child learn from home to school; to help the child learn to speak the school language; and to help him maintain identity with his culture while incorporating aspects of his life. We feel this type of successful beginning in remedial situations at later levels.

For understanding between parents and the school; to give an opportunity to participate in school planning and encourage better attendance.

cooperation and sharing of materials and ideas in first grade. The children go to activities in the area appropriate for their ability.

have been highly successful in Indian Education at continuation is proposed for next year.

JEMEZ SPRINGS MUNICIPAL SCHOOLS

Jemez Springs Municipal Schools are located in a secluded valley of the Jemez Mountains of north central New Mexico. This school district serves the children of Jemez and Zia Pueblos, the village of Jemez Springs and some ranches and logging camps located within the valley.

The total school enrollment of Jemez Valley for 1970-71 was 615 including 304 Indian students from the two Pueblos. At a school/community meeting held at Jemez School in August 1970 the Indian parent attendance was exceptionally good. Both pueblo governors attended to speak in their native languages to the interested parents of both groups. Being the first meeting of this type it was considered very successful with an estimated attendance of 250 persons. Consideration should be given to making this an annual event.

The Johnson-O'Malley program for 1970-71 school year was \$88,924.00 or an increase of \$21,080.00. This year's budget showed an increase in personnel of:

Librarian	½ time
Counselor	½ time
Attendance Counselor	full time
Health Aide	full time
Instructional Aides	two — full time
Kindergarten teacher	one — full time

Johnson-O'Malley Program

The present Johnson-O'Malley program is extended from the kindergarten through grade twelve.

Kindergarten Program

Includes two units — consisting of about 55 students, ranging in age from 4-1/2 to 6. Personnel involved are two teachers and two aides.

The purpose of this program is to help the child feel secure, understand his environment and learn the English language.

(Continued on page 26.)

JEMEZ SPRINGS MUNICIPAL SCHOOLS *(Continued from page 25.)*

Guidance Program

"Personnel — Guidance and Testing" — The guidance program is made up of a full time high school counselor and a half time elementary counselor.

The main purpose of this program is to help the students make academic adjustments as well as personal and social adjustments.

Librarian

Personnel involved is a full time high school librarian and a half time elementary librarian. The primary objective is to implement, enrich, and support the educational program of the Indian student.

Health Program

Personnel involved is a Registered Nurse (3/5 of time) and a full time Nurse's aide.

The primary objectives of this program is to provide health services, promote good health practices and provide health education for students and personnel.

Support & Supplies for Health Program

The purpose of this is to keep an adequate supply of first aid materials on hand to care for the students.

Reading Program

At the present we have one full time reading teacher in the high school and a elementary reading teacher (1/8) of the time.

The main objective is to improve the reading ability of the Indian students taking part in the project.

Attendance Officer

The attendance officer is full time and responsible for the student.

The primary objective is to prevent academic failure, build parent awareness and a sense of responsibility in school.

Instructional Aides

Present aide staff is two other than kindergartners.

The primary purpose is to relieve teaching in the classroom and provide extra help for students.

Basic objectives of the Program

The over-all objective of our district is to make academic, social and personal adjustments in the community.

The progress of this objective is to have students participating and becoming leaders in the community. The Johnson-O'Malley program has enabled us to achieve these objectives. We feel these objectives are being met by the Indian students in this area.

Problems Involving Indian Education:

1. Excessive absenteeism in the district
2. Inability to communicate, use of English
3. Lack of educational material in the home
4. Limited experiences outside the home
5. Attitude and value toward education

OLS (Continued from page 25.)

Attendance Officer

The guidance program is made up of a full time elementary counselor.

The attendance officer is full time and works exclusively with the Indian student.

to help the students make academic and social adjustments.

The primary objective is to prevent acts of truancy for all students and to build parent awareness and a sense of responsibility in keeping their children in school.

Instructional Aides

high school librarian and a half time instructional aide. The objective is to implement, enrich, and support the Indian student.

Present aide staff is two other than kindergarten.

The primary purpose is to relieve teachers of non instructional tasks in the classroom and provide extra help for students.

Basic objectives of the Program

one (3/5 of time) and a full time Nurse's

The over-all objective of our district would be to help the Indian student make academic, social and personal adjustment in both the school and community.

is to provide health services, promote health education for students and

The progress of this objective is evident as we see Indian students participating and becoming leaders in the school and community. The Johnson-O'Malley program has enabled the Indian student to meet these objectives. We feel these objectives are being met and they are the needs of the Indian students in this area.

adequate supply of first aid materials on

Problems Involving Indian Education:

reading teacher in the high school and a full time.

reading ability of the Indian students

1. Excessive absenteeism in the district.
2. Inability to communicate, use of English language.
3. Lack of educational material in the home.
4. Limited experiences outside their Pueblo.
5. Attitude and value toward education.

LOS LUNAS CONSOLIDATED SCHOOLS

The Los Lunas Consolidated Schools have always tried to treat all of its students and patrons equally to encourage them to succeed to the highest extent of their ability, to listen to their problems and help to solve them, and to practice no discrimination or segregation.

There are close ties of friendship, marriage and relationship between the people of Isleta and those of Los Lunas, and for over thirty years Indians have preferred, for the most part, to attend school in Los Lunas or its outlying schools.

During this period of time, the Los Lunas Schools have implemented programs designed to better the educational opportunities of the Indian students. Johnson-O'Malley has been instrumental over the years in funding programs for this purpose. The joint interest toward this end is reflected in the spectacular development of quality programs and budget increases over the last five years.

The Los Lunas Schools have always sought to involve and to inform all of its patrons about school activities. It has been a practice to supply the Isleta Pueblo Council with copies of the school board meeting agenda at least a week before school board meetings. Residents are urged to, and do participate in meetings for the planning and preparation of Johnson-O'Malley budgets. Residents of the Pueblo have always been notified of school budget hearings; many have attended. There is good involvement in PTA (one is a PTA president) and educational planning sessions. Members of the administration have made reports, in cooperation with the BIA, the UPA, and the Division of Indian Education, upon the request of the Isleta Pueblo Council.

The Indian students appear to be reaching a new level of sophistication and achievement in education. It is noted in this report that of 25 Indian students who started their senior year, 24 graduated. Of this number eight were awarded academic scholarships, one was awarded an athletic grant. There was active participation in the Tewa Club—a club with cultural awareness ideals. Considerable participation is apparent in athletics, in band, in-service clubs, in student government, and in honor organizations. Total district enrollment is 3,260. 335 of these are Indian students.

To the question regarding problems of the Los Lunas Consolidated Schools, it should be stated that they are not educational per se.

A higher degree of adult participation in the planning and preparation of information of meetings and preparation of the Council regularly. Follow-up of the Council is forthcoming. It must be stated, however, that in situations requesting visitation is

This district has made efforts to improve its instructional programs. An example is a kindergarten program available through Title I, Johnson-O'Malley. The high achievement noticed in kindergarten is a high degree of readiness provided.

There are twelve programs funded

1. Elementary Librarian
This project is designed to provide services to children in the home-school experience, purchasing, and cataloging.
2. Counselor
This service provides services to Johnson-O'Malley students, the home-school experience, progress from one school to another, educational and career goals.
3. Language Arts Specialist
This project is designed

(Continued on page 27)

LOS LUNAS CONSOLIDATED SCHOOLS

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age them to succeed to the highest
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Tewa Club—a club with cultural
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and in honor organizations. Total
are Indian students.

To the question regarding problems involved with Indian education in the Los Lunas Consolidated Schools, it should be stated that the so-called "problems" are not educational per se.

A higher degree of adult participation would be desirable. The district makes information of meetings and programming available to the Isleta Pueblo Council regularly. Follow-up of this information and response is not always forthcoming. It must be stated, however, that parental response to school situations requesting visitation is seldom lacking.

This district has made efforts to assimilate all of its students in the instructional programs. An example of this is its ability to make the kindergarten program available to all children in the district by funding through Title I, Johnson-O'Malley, and state supplemental resources. The high achievement noticed in kindergarten and first grade students reflects a high degree of readiness provided by pre-school experiences.

There are twelve programs funded by Johnson-O'Malley:

1. Elementary Librarian

This project is designed to enable the district to improve library services to children in the primary grades. The librarian provides services to schools without a full-time librarian in selection, purchasing, and cataloging of books and materials.

2. Counselor

This service provides supplementary counseling and guidance services to Johnson-O'Malley participants. Help is given in relating the home-school experiences; help is offered in making the sequential progress from one school level to another and in formulating educational and career goals.

3. Language Arts Specialist

This project is designed to aid students with special reading

(Continued on page 28.)

LOS LUNAS CONSOLIDATED SCHOOLS (Continued from page 27.)

MAGDALENA MUNICIPAL SCHOOLS

problems. The specialist aids in providing in-service training to help the classroom teacher in recognizing reading disabilities and to find solutions to these problems. The specialist selects materials, supplies, and equipment, and provides leadership in reading curriculum development.

4. General Instructional Supplies

The purpose of this is to supply to Johnson-O'Malley students those instructional supplies which are normally furnished by parents. These include paper, notebooks, pens and pencils, art supplies, and vocational education materials.

5. Nurse

This project enables the district to increase its health services and provide better coordination of efforts between school, home, and community. Complete health service to the kindergarten program is available as the result of the additional staff member.

6. Health Support Supplies and Services

This is used to supply those services and supplies not normally covered in the regular program such as examinations, some medications, and referral services.

7. ERA, FICA and Insurance.

8. Kindergarten

This is used to support the district's kindergarten program. A bus driver's salary for the morning session (the Isleta route) was paid from this source.

9. Kindergarten Expenses

Used for kindergarten transportation expenses of gas and oil and for instructional supplies and materials to support the kindergarten program.

10. Special Transportation

The line item was used to furnish transportation to Isleta students after regular school hours in order to enable them to participate in extracurricular activities. Indian club activities were also provided transportation from this source. Summer school transportation is made available to Isleta participants.

11. Parental Cost

Used to purchase physical education uniforms for Indian students.

The Navajo Indian children with Johnson-O'Malley are housed in Magdalena Dormitory and are residents of the dormitory program was initiated in 1971. There are presently twenty-five students and presently housed in the dormitory. During the school year 1971-72, the district constructed facilities for kindergarten and first grade at the Alamo Navajo Reservation and there are now children through grades three are served. There are no problems that retard the education of Indian children.

1. Excessive absenteeism

2. Lack of suitable and relevant instructional materials

3. Late start in school

Johnson-O'Malley Program:

1. Liaison service provided by a Navajo person to establish and maintain communication between parents, children, school, and the community. This person has also served as an attendance officer.

2. Better than 60% of the fine arts program for Indian students and many more activities would be scheduled if it were not for the fact that because the Indian children show little interest in drawing and painting.

3. Counselor — A former BIA employee who has established an extremely fine program. Consequently he can provide effective help to students in suitable grade levels. Information is readily available through pupil conferences are held to establish career opportunities.

(Continued on page 28)

Continued from page 27.)

MAGDALENA MUNICIPAL SCHOOLS

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iforms for Indian students.

The Navajo Indian children with Johnson-O'Malley entitlement are domiciled in Magdalena Dormitory and are residents of Alamo Navajo Reservation. The dormitory program was initiated in 1959 with about one hundred and twenty-five students and presently houses about two hundred and sixty students. During the school year 1971-72, the Bureau of Indian Affairs will construct facilities for kindergarten and initiate a kindergarten program on the Alamo Navajo Reservation and thereafter add a grade a year until all children through grades three are served on day basis. Some of the prevailing problems that retard the education of Indian children in this area seem to be:

1. Excessive absenteeism
2. Lack of suitable and relevant instructional material
3. Late start in school

Johnson-O'Malley Program:

1. Liaison service provided by a Navajo adult whose responsibilities are to establish and maintain communication between the Alamo parents, children, school, and the dormitory personnel. This person has also served as an attendance officer.
2. Better than 60% of the fine arts program enrollment is composed of Indian students and many more would take the course if class scheduling would permit it. The fine arts program was initiated because the Indian children showed considerable interest and ability in drawing and painting.
3. Counselor — A former BIA employee is the guidance counselor. He has established an extremely fine rapport with Indian children and consequently he can provide effective counseling services. He has helped students in suitable grade and course placement. The career information is readily available to all children. The counselor and pupil conferences are held to establish yearly educational goals and to explore career opportunities.

(Continued on page 29.)

MAGDALENA MUNICIPAL SCHOOLS (Continued from page 28.)

4. Johnson-O'Malley funds are used to pay the salaries of a librarian and two instructional aides. The instructional aides are used wherever they are needed--usually to help teachers with large pupil loads, type instructional materials, help supervise field trips, etc.

Problems Involved with Indian Education in this District:

1. Inadequate communication with BIA concerning future educational plans for Alamo children.
2. The Indian parents not adequately informed about school curriculum.
3. The reluctance of Indian parents to serve on school committees.
4. Scarcity of certified Indian instructors and administrators.
5. Lack of parental support for extra curricular activities.

The Successful Programs for Indian Children:

1. The fine arts program, namely, painting, drawing and a little in the area of arts and crafts.
2. Extra curricular activities, namely, athletics -- mostly in basketball and track.
3. Auto mechanic training shop.

PENASCO INDEPENDENT

Because of the small Indian pupil Johnson-O'Malley programs of concern are limited. When there is an enrollment distributed throughout twelve grades problems in concentrating on all of the guidance services have been very helpful.

The Johnson-O'Malley programs cover industrial arts teacher. The industrial arts is at high levels only.

It is the observation of this of Johnson-O'Malley program are being a great deal towards improving the system.

Problems encountered with Indian education which provides for limited program due to the small enrollment.

They do not have any program which because of the small enrollment and the pupils. However, we feel that the programs for Indian and non-Indian are more meaningful program for Indian part and are a part of the overall program with any other pupil which is the ultimate.

As an example of a successful program the good rapport between Indian and non-Indian being equal and belonging to the success of any program.

The following is a summary of expenses:

½ Teacher
½ Counselor
School Supplies
Health Supplies
Student Activity
Parental Costs -- \$

ntinued from page 28.)

PENASCO INDEPENDENT SCHOOL DISTRICT

ay the salaries of a librarian and
tional aides are used wherever
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athletics — mostly in basketball

Because of the small Indian pupil enrollment, the ability to implement Johnson-O'Malley programs of concentration in particular areas is somewhat limited. When there is an enrollment of just over 20 pupils who are distributed throughout twelve grades, any teaching area will encounter its problems in concentrating on all concerned. However, the counseling and guidance services have been very helpful.

The Johnson-O'Malley programs consist of one-half counselor and one-half industrial arts teacher. The industrial arts program serves the junior-senior high levels only.

It is the observation of this office that the basic objectives of the Johnson-O'Malley program are being met and certainly they contribute a great deal towards improving the system.

Problems encountered with Indian education are the limitation of funds which provides for limited programs. However, as pointed out above, this is due to the small enrollment.

They do not have any program which is designed exclusively for Indian pupils because of the small enrollment and the wide range in age and grade level of the pupils. However, we feel that by not having differentiated and separate programs for Indian and non-Indian students, they are providing a healthier and more meaningful program for Indian pupils. In other words, they feel a part and are a part of the overall program. This places them on an equal basis with any other pupil which is the ultimate objective.

As an example of a successful program for Indian children, we want to cite the good rapport between Indian and non-Indian pupils and their feelings of being equal and belonging to the same school. This, we feel, is basic to the success of any program.

The following is a summary of expenditures under Johnson-O'Malley:

1/2 Teacher	\$4,159
1/2 Counselor	4,782
School Supplies	263
Health Supplies	40
Student Activity	100
Parental Costs — Student meals	<u>519.20</u>

TOTAL \$9,863.20

POJOAQUE VALLEY SCHOOLS

The Johnson-O'Malley Program in the Pojoaque School District has been a positive aide and encouragement to the education of Indian students in the district. Through Johnson-O'Malley the Indian students have been given the opportunity to participate as peers with other non-Indian students in academic as well as recreational and cultural activities.

During the current year, Johnson-O'Malley provided counseling services to the Junior-Senior students. Teacher-aides were employed to aid classroom instruction. Besides instructional supplies and instructional travel, the program provided special transportation for Indian students to and from school activities as well as trips of cultural value. In addition the program offered reimburseable fees such as Indian meals and activity fees and Physical Education supplies.

The objectives of the program in this district are:

- A. Involvement and interaction of Indian children and students with the total student body.
- B. To gradually make the Indian student conscious of his place in society as a contributing citizen. A reasonable accomplishment of these objectives have been achieved and are continually progressing.

The identifiable problem of the Indian student in this district is his withdrawn attitude in many areas and to the improvement of this particular situation, the objectives have been directed.

Indian summer recreation has been provided in this district through the BIA, which, in this area is being used in conjunction with Johnson-O'Malley funding.

The following is a summary of expenditures made during the preceding year for Johnson-O'Malley Program:

One Teacher	\$ 7,611
One Counselor	8,900
General School Supplies	1,153
Other Instructional Supplies	704
Health Supplies	58
Transportation	1,500
Patental Costs	596
TOTAL	\$20,522

The tax rate for Pojoaque Valley School District — 1969-70 school year was .007357.

RUIDOSO MUNIC

Ruidoso Municipal School District ew school year. Fifty-six of these are Indian Tribe.

We have had a kindergarten program time. It has been expanded to include individualized. Probably the most sign been the Indian aides and the Indian lia

Kindergarten — Preschool Preparation

Aides with small groups — reading trips, arts and crafts, Indian participation in all school activities.

Basic Objectives of the Program

To provide the education necessary aware of their own culture and to learning that there are others with have different backgrounds and c appreciated.

To provide the education necessary grade level or above, and to mainta

The two objectives mentioned abo some of the Indian students are stil

Problems involved with Indian Education

One of the biggest problems is th interest in education as they grow c

Indian education programs sponsored that are funded in part or whole from

1. Special Education -- Remedial
2. Title I -- Special Reading and I

Examples of programs that have been

Title I — Cultural arts and crafts av

The aide program and the liaison o

RUIDOSO MUNICIPAL SCHOOLS

The School District has been a source of Indian students in the district. Students have been given the same opportunities as other non-Indian students in the district.

Provided counseling services to students employed to aid classroom instruction and instructional travel, the Indian students to and from the district. In addition the program includes meals and activity fees and

children and students with the

not conscious of his place in the reasonable accomplishment of the district are continually progressing.

Student in this district is his improvement of this particular

this district through the BIA, in conjunction with Johnson-O'Malley

made during the preceding year

\$ 7,611
8,900
1,153
704
58
1,500
596

\$20,522

for the 1969-70 school year was

Ruidoso Municipal School District enrolled 850 students for the 1970-71 school year. Fifty-six of these are Indian students from the Mescalero Apache Tribe.

We have had a kindergarten program for the 5 year old students for some time. It has been expanded to include an aide so instruction can be more individualized. Probably the most significant part of the JOM program has been the Indian aides and the Indian liaison officer.

Kindergarten - Preschool Preparation

Aides with small groups - reading - cultural awareness through field trips, arts and crafts, Indian student clubs, and Indian student participation in all school activities.

Basic Objectives of the Program

To provide the education necessary for Indian youngsters to be more aware of their own culture and to be proud of their background while learning that there are others with whom they will live and work who have different backgrounds and cultures that need to be accepted and appreciated.

To provide the education necessary for Indian youngsters to progress to grade level or above, and to maintain that level.

The two objectives mentioned above are making real progress, however, some of the Indian students are still not on grade level.

Problems involved with Indian Education

One of the biggest problems is that many of the Indian students lose interest in education as they grow older.

Indian education programs sponsored by the State Department of Education that are funded in part or whole from sources other than Johnson-O'Malley:

1. Special Education - Remedial Reading
2. Title I - Special Reading and Library - Cultural Awareness

Examples of programs that have been highly successful with Indian children:

Title I - Cultural arts and crafts awareness at the 4, 5, 6, grade level.

The aide program and the liaison officer

TAOS MUNICIPAL SCHOOLS

TRUTH OR

As the number of Indian children enrolled in the school district has increased from year to year, the involvement of the district in the Johnson-O'Malley Program has increased. The number of Indian children eligible for assistance under the Johnson-O'Malley program has more than doubled from 1960-61 to 1970-71. During this ten year period, the number has gone from 72 to about 150. For many years, food, counseling, and tutorial services have been available to the Indian children, and a special effort has been made for them to participate in the activity program through the payment of activity fees, the provision of physical education equipment and musical instruments and special transportation after school hours. Instructional supplies have also been made available to them quite regularly during the school term. One important trend in Indian education is to increase the involvement of parents in the school program and to strengthen lines of communication with them. The key person in helping to implement this particular activity is the Liaison Officer hired under the Johnson-O'Malley budget this year. He is a member of the Taos Pueblo.

All of the services mentioned above were provided as part of the Johnson-O'Malley program this year. The position of liaison officer was filled for the first time, and he proved to be very effective in dealing with attendance problems among the Indian children and in communicating with parents, school staff members and children. He also helped sponsor Tewa Indian Club activities both locally and out of town. In fact, he was the authorized driver for such excursions.

During the many years that Indian children have attended the public school, the most serious problem has been that of irregular attendance. Because of the religious and other cultural factors involved, school staff members have found it difficult to make any significant improvement in this area. We are hoping that the Indian liaison officer mentioned above will be a vital factor in greatly reducing the problem. Another problem is the apparent indifference and lack of initiative among a significant number of Indian youth. The school is trying to counteract this through a stronger counseling program and the involvement of Indian youth in a wide variety of constructive activities.

Programs in which Indian children have achieved above average success in the district are the art and track programs, especially at the secondary level. We feel that the counseling, tutorial, and reading programs have also been quite successful with Indian children.

A total of \$5,585 was spent on the salary of the Administrative Aide during the preceding year, \$9,810 on the salary of the Johnson-O'Malley counselor, and \$8,450 on the tutor or remedial teacher for grades 4-9. For general instructional supplies, over \$1,000 was spent during the year. Over \$565 was spent for attendance travel, \$441 for health support supplies and services, and \$1,000 for special transportation. About \$3,430.00 was spent for the lunch program for Indian children. About \$500 more was spent for student activity fees, instructional supplies, cap and gown rentals, and rental fees on musical instruments.

Truth or Consequences, named for its name and commonly called T or C, was originally known as Hot Springs or

In addition to being a town with a Carrie Tingley Hospital for Cripples, it does not qualify for Johnson-O'Malley to provide tutorial services and so few eligible Indian children who are

Because of the incapacitated children supervised at the state level by the Department of Education. The District programs in progress at the three cl

he school district has increased strict in the Johnson-O'Malley children eligible for assistance more than doubled from 1960-61. The number has gone from 72 to 144 and tutorial services have been provided. Effort has been made for them in the payment of activity fees, and musical instruments and educational supplies have also been provided at the school term. One important involvement of parents in the communication with them. The particular activity is the Liaison Officer at this year. He is a member of

He provided as part of the position of liaison officer was filled very effective in dealing with them and in communicating with them. He also helped sponsor Tewa of town. In fact, he was the

He attended the public school, regular attendance. Because of this, school staff members have improvement in this area. We are confident above will be a vital factor in the apparent indifference of Indian youth. The school has a counseling program and the constructive activities.

He achieved above average success in the study at the secondary level. We are confident programs have also been quite

Administrative Aide during the Johnson-O'Malley counselor, and for grades 4-9. For general during the year. Over \$565 was spent on supplies and services, and \$10.00 was spent for the lunch was spent for student activity materials, and rental fees on musical

Truth or Consequences, named for the Ralph Edwards T.V. Show of that name and commonly called T or C is a small town in central New Mexico originally known as Hot Springs or Ojo Caliente.

In addition to being a town with many names, T or C is the home of the Carrie Tingley Hospital for Crippled Children. The public schools of T or C do not qualify for Johnson-O'Malley funding but do receive a small amount to provide tutorial services and school equipment (non-inventory) for the few eligible Indian children who are patients at the Childrens Hospital.

Because of the incapacitated condition of the pupils, these classes are supervised at the state level by the Special Education Division of the State Department of Education. The Director of the Division speaks highly of the programs in progress at the three classes housed on the hospital grounds.

TULAROSA MUNICIPAL SCHOOLS

The Tularosa Municipal School District consists of four schools — two elementary schools, a junior high and a senior high with a total enrollment of approximately 1,500 students and 125 employees. Of this number approximately 450 students and 12 employees are Mescalero-Apaches.

The Bent-Mescalero Elementary School located on the Mescalero-Apache Reservation has an enrollment of 310 Mescalero-Apache students in grades K-6. The students are served by a well rounded program with many supplemental benefits provided by Johnson-O'Malley and other educational funds.

The Tularosa Elementary school consists of grades 1-6 with an enrollment of 433 students of whom 11 are Mescalero-Apaches. The academic program is considered excellent and provides for the needs of individual students to limits of resources available.

The Tularosa Junior High School consists of grades 7 and 8 with an enrollment of approximately 250 students of whom 50 are Mescalero-Apaches. A well rounded academic and extra-curricular program is continually being evaluated to provide the best education possible to all students at this particularly crucial stage of life.

The Tularosa High School consisting of grades 9-12 with an enrollment of approximately 450 students of whom 78 are Mescalero-Apaches is fully accredited by the North Central Association. A complete academic and extra-curricular program sees ever increasing opportunities and participation by all students.

The services of an administrative aide for liaison between the school district and the Mescalero-Apache community have been of particular benefit to inter-community, parents, teacher and student relationships. Mrs. Virginia Klinekole, a past president and present member of the Mescalero-Apache Tribal Council has served in this capacity since 1969 and performed in an exemplary manner.

The Tularosa Municipal School District has been involved in the Johnson-O'Malley program since it assumed the administration of the Bent-Mescalero Elementary School in 1960. The use of Johnson-O'Malley

funds have enabled the district to provide Mescalero-Apache Indian children from kindergarten through high school. The number of Indian children completing the years until now it appears a positive school year saw ten Mescalero-Apache prospects of a possible eighteen graduates next year.

The Johnson-O'Malley Program for school activities:

- A. An Administrative Liaison for communication and for Mescalero-Apache tribal leaders, Indian Affairs, teachers and school.
- B. Three kindergarten classes — each a Mescalero-Apache instructional.
- C. Health, recreation and physical education certified teacher, two Mescalero-Apache rental of the Mescalero-Apache and gymnasium facilities.
- D. Music Teacher
- E. Arts and Craft Teacher
- F. Librarian
- G. Registered Nurse
- H. Attendance Counselor
- I. Special Transportation — which participate in all after school activities on reservation after the regular school operation.

TULAROSA MUNICIPAL SCHOOLS

consists of four schools — two
ior high with a total enrollment of
25 employees. Of this number
ees are Mescalero-Apaches.

located on the Mescalero-Apache
escalero-Apache students in grades
ell rounded program with many
on-O'Malley and other educational

of grades 1-6 with an enrollment of
Apaches. The academic program is
e needs of individual students to

sts of grades 7 and 8 with an
f whom 50 are Mescalero-Apaches.
ular program is continually being
possible to all students at this

grades 9-12 with an enrollment of
8 are Mescalero-Apaches is fully
ation. A complete academic and
ng opportunities and participation

liaison between the school district
ave been of particular benefit to
udent relationships. Mrs. Virginia
member of the Mescalero-Apache
since 1969 and performed in an

istrict has been involved in the
med the administration of the
60. The use of Johnson-O'Malley

funds have enabled the district to provide supplementary benefits for all
Mescalero-Apache Indian children from kindergarten through high school.
The number of Indian children completing high school has slowly risen over
the years until now it appears a positive breakthrough is occurring. The
school year saw ten Mescalero-Apache high school graduates with the
prospects of a possible eighteen graduates next year.

The Johnson-O'Malley Program for school year 1970-71 funded the following
activities:

- A. An Administrative Liaison Aide — to insure continuous communication and foster understanding between Mescalero-Apache tribal leaders, parents, community, Bureau of Indian Affairs, teachers and school administrators.
- B. Three kindergarten classes — each class with a certified teacher and a Mescalero-Apache instructional aide.
- C. Health, recreation and physical education program — with a certified teacher, two Mescalero-Apache instructional aides and rental of the Mescalero-Apache Community Center swimming pool and gymnasium facilities.
- D. Music Teacher
- E. Arts and Craft Teacher
- F. Librarian
- G. Registered Nurse
- H. Attendance Counselor
- I. Special Transportation — which allowed reservation students to participate in all after school activities and be transported to the reservation after the regular to-and from school buses ceased operation.

TULAROSA MUNICIPAL SCHOOLS *(Continued from page 32.)*

- J. Supplies for supplementing general instruction, health support and related activities.
- K. Parental Cost Program — provided fees and miscellaneous costs for participation in school educational programs at no cost to parent.
- L. School Lunch Program — provided lunches for all Indian students without parental cost.

The basic objectives are as follows:

- 1. Students will demonstrate positive affective behavior toward citizenship as measured by attitude inventories and by participating in one or more community or school extra-curricular activities as determined by student records.
- 2. Students will respond to education by attending school at least 95% of regularly scheduled school days as determined by school attendance records.
- 3. Students will respond positively to education by lowering the dropout rate below 30% as determined by school enrollment records.
- 4. Students will demonstrate comprehension in the communication, mathematic and science subject areas by achieving an annual improvement of one grade level as measured by a district approved national standardized test.
- 5. Students will achieve an annual physical fitness improvement of five percent (5%) as measured by the AAHPER YOUTH FITNESS TEST.

These objectives imply that each child in this district must be imbued with the desire to attend school regularly, participate in as many educational experiences and related activities as possible, and develop mentally, physically and morally to the limit of the individual capabilities. The Johnson-O'Malley

program is specifically planned opportunities for the Indian being achieved to an acceptable level.

The main problem in Indian education is to convince a wary and sometimes skeptical parent of the value and purpose of achieving educational success and happiness for their children.

Indian students attending the Johnson-O'Malley program from State Department of Education ESEA Title I, Title I Migrant, Rehabilitation Special Education programs.

The district considers all of its programs and would be revised to better meet the needs of the Indian Exemplary programs would include:

- 1. Administrative Liaison
- 2. Health, Recreation and Cultural Activities
- 3. Bent-Mescalero Elementary School

Continued from page 32.)

instruction, health support and

fees and miscellaneous costs for
programs at no cost to parent.

lunches for all Indian students

ive affective behavior toward
inventories and by participating
ool extra-curricular activities as

on by attending school at least
days as determined by school

to education by lowering the
etermined by school enrollment

ension in the communication,
areas by achieving an annual
measured by a district approved

physical fitness improvement of
the AAHPER YOUTH FITNESS

his district must be imbued with
icipate in as many educational
and develop mentally, physically
pabilities. The Johnson-O'Malley

program is specifically planned to provide supplementary experiences and opportunities for the Indian student. It is believed that these objectives are being achieved to an acceptable degree and each year improvement will be noted.

The main problem in Indian education, as with education in general, is to convince a wary and sometimes skeptical pupil, parent and/or community of the value and purpose of achieving an education, hopefully to a level that will enhance success and happiness in life to the degree of the individual's aspirations.

Indian students attending this district's schools participate in and benefit from State Department of Education sponsored programs that are funded by ESEA Title I, Title I Migrant, Title II ESEA, Title III NDEA and Vocational Rehabilitation Special Education classes.

The district considers all of its programs as highly successful or the program would be revised to better meet the needs of the Indian student or curtailed. Exemplary programs would include:

1. Administrative Liaison Aide
2. Health, Recreation and Physical Education Program
3. Bent-Mescalero Elementary School Library Program

TABLE I
JOHNSON-O'MALLEY INDIAN ENROLLMENT BY SCHOOLS AND MONTHS
1970-71

	September	October	November	December	January	February	March	April
ALBUQUERQUE	251	247	251	253	250	248	245	24
BERNALILLO	1299	1299	1293	1290	1268	1291	1287	126
BLOOMFIELD	562	562	569	579	594	588	579	57
CENTRAL CONSOLIDATED	3434	3496	3511	3468	3481	3483	3484	349
CUBA	437	464	486	500	495	501	489	48
DULCE	516	530	540	540	529	513	512	51
ESPANOLA	374	383	386	381	385	390	389	38
FARMINGTON	353	378	354	373	383	380	372	38
GALLUP	5721	5897	5914	5903	5880	5927	5922	585
GRANTS	935	966	966	962	964	968	970	96
JEMEZ MOUNTAIN	81	80	80	68	71	71	70	7
JEMEZ SPRINGS	336	340	338	337	334	341	338	33
LOS LUNAS	320	318	315	318	316	314	312	30
MAGDALENA	294	300	292	208	296	295	296	29
PENASCO	20	20	20	20	20	19	19	1
POJOAQUE	146	146	147	146	150	147	146	14
RUIDOSO	55	55	55	55	54	53	55	5
TAOS	143	144	146	148	154	149	147	14
TRUTH OR CONSEQUENCES	2	2	2	5	8	10	9	
TULAROSA	435	441	440	434	443	441	443	44
TOTAL	15,714	16,068	16,105	15,988	16,075	16,129	16,084	15,9

TABLE I
JOHNSON-O'MALLEY INDIAN ENROLLMENT BY SCHOOLS AND MONTHS
1970-71

September	October	November	December	January	February	March	April	May	Average
251	247	251	253	250	248	245	245	242	248
1299	1299	1293	1290	1268	1291	1287	1261	1243	1281
562	562	569	579	594	588	579	572	565	574
3434	3496	3511	3468	3481	3483	3484	3493	3465	3479
437	464	486	500	495	501	489	483	483	482
516	530	540	540	529	513	512	510	506	522
374	383	386	381	385	390	389	387	385	384
353	378	354	373	383	380	372	381	400	375
5721	5897	5914	5903	5880	5927	5922	5856	5784	5867
935	966	966	962	964	968	970	960	961	961
81	80	80	68	71	71	70	71	73	74
336	340	338	337	334	341	338	337	335	337
320	318	315	318	316	314	312	308	308	314
294	300	292	208	296	295	296	296	295	286
20	20	20	20	20	19	19	19	19	20
146	146	147	146	150	147	146	144	144	146
55	55	55	55	54	53	55	56	55	55
143	144	146	148	154	149	147	142	143	146
2	2	2	5	8	10	9	8	3	5
435	441	440	434	443	441	443	445	443	441
15,714	16,068	16,105	15,988	16,075	16,129	16,084	15,974	15,852	15,997

TABLE II
JOHNSON-O'MALLEY INDIAN AVERAGE DAILY ATTENDANCE BY SCHOOL
1970-71

	September	October	November	December	January	February	March
ALBUQUERQUE	220.18	217.03	222.10	217.60	226.00	209.90	210.00
BERNALILLO	1216.67	1171.45	1127.64	1172.98	1166.06	1125.42	1090.00
BLOOMFIELD	515.99	502.36	515.92	514.11	513.46	515.14	515.00
CENTRAL CONSOLIDATED	3174.32	3208.18	3214.77	3206.58	3218.20	3196.03	3170.00
CUBA	433.85	445.90	457.02	473.75	476.30	481.45	470.00
DULCE	441.97	468.45	466.17	457.42	446.77	444.20	440.00
ESPAÑOLA	342.35	358.56	365.94	358.37	359.53	371.61	360.00
FARMINGTON	339.64	341.63	342.83	341.71	434.55	441.37	330.00
GALLUP	5470.73	5496.02	571.12	5378.02	5351.32	5359.10	5300.00
GRANTS	873.21	897.17	866.00	864.65	862.64	843.91	860.00
JEMEZ MOUNTAIN	67.90	66.87	66.87	60.84	63.09	60.49	60.00
JEMEZ SPRINGS	316.55	322.55	308.65	315.15	317.05	321.26	310.00
LOS LUNAS	298.47	274.40	272.95	275.37	283.49	270.03	270.00
MAGDALENA	260.79	257.65	249.35	178.15	259.50	251.55	250.00
PENASCO	19.95	19.70	18.89	17.68	17.62	17.95	17.00
POJOAQUE	135.20	136.60	134.37	137.58	141.65	136.46	130.00
RUIDOSO	52.65	49.10	50.20	47.15	49.00	47.70	47.00
TAOS	129.69	129.30	134.39	132.53	137.33	129.11	120.00
TRUTH OR CONSEQUENCES	2.00	1.70	.75	3.25	5.65	7.90	7.00
TULAROSA	385.80	396.27	401.98	405.60	402.50	408.14	400.00
TOTAL	14,697.91	14,760.59	14,687.91	14,558.49	14,731.71	14,638.71	14,600.00

TABLE II

SON-O'MALLEY INDIAN AVERAGE DAILY ATTENDANCE BY SCHOOLS AND MONTHS
1970-71

September	October	November	December	January	February	March	April	May	Average
220.18	217.03	222.10	217.60	226.00	209.90	220.45	220.45	216.62	218.93
1216.67	1171.15	1127.64	1172.98	1165.06	1125.42	1079.07	1071.78	998.38	1125.46
515.99	502.36	515.92	514.11	513.46	515.14	508.42	500.04	491.45	508.54
3174.32	3208.18	3214.77	3206.58	3218.20	3196.03	3170.65	3221.67	3213.60	3202.67
433.85	445.90	457.02	473.75	476.30	481.45	474.80	462.95	474.80	464.54
441.97	468.45	466.17	457.42	446.77	444.20	444.32	444.40	427.30	449.00
342.35	358.56	365.94	358.37	359.53	371.61	366.02	367.45	348.88	359.86
339.64	341.63	342.83	341.71	434.55	441.37	339.54	375.39	394.35	372.39
5470.73	5496.02	5471.12	5378.02	5351.32	5359.10	5335.92	5260.18	5229.12	5372.39
873.21	897.17	866.00	864.65	862.64	843.91	857.08	864.55	855.38	864.95
67.90	66.87	66.87	60.84	63.09	60.49	63.09	60.53	63.75	63.71
316.55	322.55	308.65	315.15	317.05	321.26	308.30	311.60	310.65	314.64
298.47	274.40	272.95	275.37	283.49	270.03	266.62	269.67	254.36	273.93
260.79	257.65	249.35	178.15	259.50	251.55	244.77	238.52	237.82	242.01
19.95	19.70	18.89	17.68	17.62	17.95	17.98	18.26	14.14	18.02
135.20	136.60	134.37	137.58	141.65	136.48	129.42	131.70	125.60	134.29
52.65	49.10	50.20	47.15	49.00	47.70	49.60	50.20	49.00	49.40
129.69	129.30	134.39	132.53	137.33	129.11	129.33	124.82	125.39	130.21
2.00	1.70	.75	3.25	5.65	7.90	6.80	5.65	3.00	4.01
385.80	396.27	401.98	405.60	402.50	408.14	403.08	400.18	390.60	399.35
14,697.91	14,760.59	14,687.91	14,558.49	14,731.71	14,638.71	14,415.26	14,399.89	14,224.19	14,568.30

TABLE III
JOHNSON-O'MALLEY INDIAN ENROLLMENT BY GRADES AND MONTH
1970-71

	September	October	November	December	January	February	March
UNGRADED	17	17	38	38	38	38	38
KINDERGARTEN	710	750	755	741	748	749	755
HANDICAPPED	123	129	114	115	104	110	111
PRE-FIRST	204	177	179	184	182	188	180
FIRST	1775	1819	1798	1815	1806	1827	1820
SECOND	1494	1515	1517	1510	1514	1523	1510
THIRD	1433	1465	1465	1461	1458	1462	1460
FOURTH	1380	1393	1415	1414	1412	1429	1410
FIFTH	1212	1227	1242	1241	1248	1250	1250
SIXTH	1317	1335	1346	1356	1370	1357	1340
TOTAL	9665	9827	9869	9875	9880	9933	9900
SEVENTH	1271	1307	1303	1290	1288	1315	1310
EIGHTH	1171	1186	1188	1186	1213	1209	1210
NINTH	1163	1199	1208	1174	1198	1191	1180
TOTAL	3605	3692	3699	3650	3699	3715	3700
TENTH	947	987	997	967	988	984	970
ELEVENTH	771	815	812	787	814	798	800
TWELFTH	726	747	728	709	694	699	700
TOTAL	2444	2549	2537	2463	2496	2481	2470
GRAND TOTAL	15,714	16,068	16,105	15,988	16,075	16,129	16,000

TABLE III
JOHNSON-O'MALLEY INDIAN ENROLLMENT BY GRADES AND MONTHS
1970-71

September	October	November	December	January	February	March	April	May	Average
17	17	38	38	38	38	38	38	38	33
10	750	755	741	748	749	755	742	706	740
23	129	114	115	104	110	111	106	140	117
04	177	179	184	182	188	180	187	181	185
75	1819	1798	1815	1806	1827	1826	1834	1829	1814
94	1515	1517	1510	1514	1523	1519	1511	1510	1513
33	1465	1465	1461	1458	1462	1461	1460	1452	1457
80	1393	1415	1414	1412	1429	1415	1404	1401	1407
12	1227	1242	1241	1248	1250	1253	1253	1263	1243
17	1335	1346	1356	1370	1357	1349	1338	1327	1344
65	9827	9869	9875	9880	9933	9907	9873	9847	9853
71	1307	1303	1290	1288	1315	1312	1296	1284	1296
71	1186	1188	1186	1213	1209	1210	1194	1163	1191
63	1199	1208	1174	1198	1191	1184	1170	1156	1183
05	3692	3699	3650	3699	3715	3706	3660	3603	3670
47	987	997	967	988	984	971	960	933	970
71	815	812	787	814	798	800	794	787	798
26	747	728	709	694	699	700	687	682	708
44	2549	2537	2463	2496	2481	2471	2441	2402	2476
714	16,068	16,105	15,988	16,075	16,129	16,084	15,974	15,852	15,999

TABLE IV
JOHNSON-O'MALLEY INDIAN AVERAGE DAILY ATTENDANCE BY GRADE
1970-71

	September	October	November	December	January	February	March
UNGRADED	15.50	16.70	33.95	33.80	34.63	35.17	
KINDERGARTEN	665.05	682.52	680.99	668.51	451.02	674.89	
HANDICAPPED	111.67	114.08	98.10	100.15	375.12	98.30	
PRE-FIRST	193.75	161.75	160.24	167.94	163.70	168.05	
FIRST	1664.48	1700.81	1724.34	1678.14	1665.14	1729.08	1
SECOND	1430.53	1436.93	1434.55	1401.80	1402.11	1449.25	1
THIRD	1358.74	1389.64	1375.51	1375.98	1361.82	1356.41	1
FOURTH	1312.46	1313.94	1320.74	1314.19	1303.38	1307.71	1
FIFTH	1144.84	1147.22	1143.69	1141.43	1166.51	1137.39	1
SIXTH	1232.82	1242.40	1224.46	1239.61	1255.27	1239.84	1
TOTAL	9129.84	9205.99	9196.57	9121.55	9178.70	9196.09	9
SEVENTH	1197.82	1197.81	1175.84	1162.44	1160.55	1168.89	1
EIGHTH	1095.78	1074.61	1063.60	1074.11	1087.68	1064.47	1
NINTH	1057.93	1047.38	1066.85	1044.61	1072.52	1058.95	1
TOTAL	3351.53	3319.80	3306.29	3281.16	3320.75	3292.31	3
TENTH	853.32	872.07	857.58	840.70	874.80	856.80	
ELEVENTH	710.09	715.90	699.08	687.16	717.84	688.39	
TWELFTH	653.13	646.83	628.39	627.91	639.62	605.12	
TOTAL	2216.54	234.80	2185.05	2155.77	2232.26	2150.31	2
GRAND TOTAL	14,697.91	14,760.59	14,687.91	14,558.48	14,731.71	14,638.71	14

TABLE IV
JOHNSON-O'MALLEY INDIAN AVERAGE DAILY ATTENDANCE BY GRADES AND MONTHS
1970-71

September	October	November	December	January	February	March	April	May	Average
15.50	16.70	33.95	33.80	34.63	35.17	32.98	32.40	31.97	29.68
665.05	682.52	680.99	668.51	451.02	674.89	687.20	682.83	679.83	652.54
111.67	114.08	98.10	100.15	375.12	91.30	92.83	91.57	88.02	129.98
193.75	161.75	160.24	167.94	163.70	168.05	159.20	169.02	160.85	167.17
1664.48	1700.81	1724.34	1678.14	1665.14	1729.08	1667.74	1710.03	1651.37	1687.90
1430.53	1436.93	1434.55	1401.80	1402.11	1449.25	1432.11	1405.85	1403.46	1421.84
1358.74	1389.64	1375.51	1375.98	1361.82	1356.41	1316.80	1356.49	1320.07	1356.83
1312.46	1313.94	1320.74	1314.19	1303.38	1307.71	1290.40	1288.46	1301.26	1305.84
1144.84	1147.22	1143.69	1141.43	1166.51	1137.39	1136.15	1142.10	1137.22	1144.06
1232.82	1242.40	1224.46	1239.61	1255.27	1239.84	1213.83	1206.46	1197.00	1227.97
9129.84	9205.99	9196.57	9121.55	9178.70	9196.09	9029.24	9085.21	8971.05	9123.81
1197.82	1197.81	1175.84	1162.44	1160.55	1168.89	1157.19	1153.17	1126.40	1166.68
1095.78	1074.61	1063.60	1074.11	1087.68	1064.47	1066.37	1048.52	1001.16	1064.03
1057.93	1047.38	1066.85	1044.61	1072.52	1058.95	1024.86	1023.69	1006.26	1044.78
3351.53	3319.80	3306.29	3281.16	3320.75	3292.31	3248.42	3225.38	3133.82	3275.49
853.32	872.07	857.58	840.70	874.80	856.80	832.69	809.24	807.85	845.67
710.09	715.90	699.08	687.16	717.84	688.39	684.96	675.29	685.64	696.04
653.13	646.83	628.39	627.91	639.62	605.12	613.95	604.77	625.83	627.28
2216.54	234.80	2185.05	2155.77	2232.26	2150.31	2137.60	2089.30	2119.32	2168.99
14,697.91	14,760.59	14,687.91	14,558.48	14,731.71	14,638.71	14,415.26	14,399.89	14,224.19	14,568.29

TABLE V
ENROLLMENT AND AVERAGE DAILY ATTENDANCE OF JOHNSON-O'MALLEY INDIAN S
1970-71

SCHOOLS	GRADES K-6		GRADES 7-8-9		GRADES 10-11-12		TOT
	Average Enrollment	A.D.A.	Average Enrollment	A.D.A.	Average Enrollment	A.D.A.	Average Enrollment
ALBUQUERQUE	91	79.10	101	88.97	56	50.86	248
BERNALILLO	750	668.63	314	268.45	217	188.38	1281
BLOOMFIELD	381	347.28	117	98.74	76	62.52	574
CENTRAL CONSOLIDATED	2223	2072.03	759	688.84	497	441.80	3479
CUBA	297	278.99	135	128.69	50	45.74	482
DULCE	334	302.66	103	84.24	85	62.10	522
ESPANOLA	165	157.76	116	107.39	103	94.70	384
FARMINGTON	240	250.83	80	72.44	55	49.12	375
GALLUP	3902	3630.86	1191	1067.37	775	674.17	5868
GRANTS	398	355.30	343	311.16	220	198.49	961
JEMEZ MOUNTAIN	70	61.09	2	1.15	2	1.49	74
JEMEZ SPRINGS	163	153.36	81	74.47	93	86.81	337
LOS LUNAS	137	123.50	106	91.99	71	58.44	314
MAGDALENA	208	177.12	46	38.68	31	26.21	285
PENASCO	8	7.30	6	5.57	6	5.15	20
POJOAQUE VALLEY	73	67.77	39	36.02	34	30.49	146
RUIDOSO	40	36.58	11	9.32	4	3.50	55
TAOS	45	41.02	46	38.91	55	50.28	146
TRUTH OR CONSEQUENCES	4	2.63	1	1.21	--	.17	5
TULAROSA	324	298.88	70	61.91	46	38.56	440
TOTAL	9853	9112.69	3667	3275.50	2476	2168.98	15996

TABLE V
AVERAGE DAILY ATTENDANCE OF JOHNSON-O'MALLEY INDIAN STUDENTS
1970-71

S K-6	GRADES 7-8-9		GRADES 10-11-12		TOTALS		STUDENTS COMPLETING 12th Grade
	Average Enrollment	A.D.A.	Average Enrollment	A.D.A.	Average Enrollment	A.D.A.	
79.10	101	88.97	56	50.86	248	218.93	14
668.63	314	268.45	217	188.38	1281	1125.46	63
347.28	117	98.74	76	62.52	574	508.54	18
2072.03	759	688.84	497	441.80	3479	3202.67	165
278.99	135	128.69	50	45.74	482	453.42	6
302.66	103	84.24	85	62.10	522	449.00	19
157.76	116	107.39	103	94.70	384	359.85	30
250.83	80	72.44	55	49.12	375	372.39	17
3630.86	1191	1067.37	775	674.17	5868	5372.40	304
355.30	343	311.16	220	198.49	961	864.95	62
61.09	2	1.13	2	1.49	74	63.71	1
153.36	81	74.47	93	86.81	337	314.64	23
123.50	106	91.99	71	58.44	314	273.93	24
177.12	46	38.68	31	26.21	285	242.01	3
7.30	6	5.57	6	5.15	20	18.02	3
67.77	39	36.02	34	30.49	146	134.28	7
36.58	11	9.32	4	3.50	55	49.40	1
41.02	46	38.91	55	50.28	146	130.21	23
2.63	1	1.21	--	.17	5	4.01	--
298.88	70	61.91	46	38.56	440	399.35	--
9112.69	3667	3275.50	2476	2168.98	15996	14557.17	--

STATE SUMMARY REPORT

New Mexico

1970-71 Summary
Enrollment - Graduates - Dropouts
(Indian)

School Board Members: Total 108

Indian 20

AVERAGE DAILY ATTENDANCE

District Elem. _____ Indian _____

District H. S. _____ Indian _____

No. of 8t

No. of 12

GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+
Kg.		923	141	10												
1			1381	648	149											
2			18	810	671	153	43									
3				4	755	565	238	84								
4					21	687	589	222	33	9						
5						19	570	557	211	46	16	2				
6							8	444	640	257	107	22	9			
7								13	344	565	397	139	28	7		
8									15	360	499	335	75	23	4	2
TOTAL ELEMENTARY		923	1540	1472	1596	1424	1448	1320	1243	1237	1019	498	112	30	4	2
9										17	174	570	380	142	32	8
10											8	152	439	349	97	24
11												8	134	381	195	99
12												1	1	106	260	358
TOTAL SEC.										17	182	731	954	978	584	489

* Students known to have re-enrolled in another school of any type.

STATE SUMMARY REPORT

New Mexico

1970-71 Summary

Enrollment - Graduates - Dropouts
(Indian)

No. of 8th grade Indian graduates 1193

No. of 12th grade Indian graduates 563

8	9	10	11	12	13	14	15	16	17	18	19+	INDIAN ENROLLMENT	*TRANS- FER	DROPOUT	TOTAL COMPL.
												1074	54	85	935
49												2178	104	31	2043
71	153	43										1695	72	17	1606
55	565	238	84									1646	69	32	1545
21	687	589	222	33	9							1561	82	28	1451
	19	570	557	211	46	16	2					1421	59	36	1396
		8	444	640	257	107	22	9				1487	74	54	1359
			13	344	565	397	139	28	7			1493	54	67	1372
				15	360	499	335	75	23	4	2	1313	46	74	1193
96	1424	1448	1320	1243	1237	1019	498	112	30	4	2	13,868	614	424	12,830
					17	174	570	380	142	32	8	1323	57	97	1169
						8	152	439	349	97	24	1069	56	181	832
							8	134	381	195	99	817	39	84	694
							1	1	106	260	358	726	38	125	563
					17	182	731	954	978	584	489	3935	190	487	3,258

-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Albuquerque

District - Sch. Year 1970-71
Enrollment - Graduates - Dropouts

School Board Members: Total 5
Indian 0

AVERAGE DAILY ATTENDANCE

District Elem. _____ Indian _____

District H. S. _____ Indian _____

GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Kg.																
1			1													
2			7	5	2											
3					1	8	11									
4						5	8	2								
5							7	7								
6								6	12	6						
7								4	12	5	3	1				
8									2	26	15	1	1			
TOTAL ELEMENTARY			8	5	3	13	26	19	26	37	18	2	1			
9											10	19	1			
10												10	10			
11												1	5	10	9	
12														9	5	
TOTAL SEC.											10	30	16	19	14	

* Students known to have re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Albuquerque

District - Sch. Year 1970-71
Enrollment - Graduates - Dropouts

No. of 8th grade Indian graduates 43

No. of 12th grade Indian graduates 14

8	9	10	11	12	13	14	15	16	17	18	19+	INDIAN ENROLLMENT	*TRANS- FER	DROPOUT	TOTAL COMPL.
												1	0		1
2												14	2		12
1	8	11										20	0		20
	5	8	2									15	3		12
		7	7									14	1		13
			6	12	6							24	2		22
			4	12	5	3	1					25	1		24
				2	26	15	1	1				45	2		43
3	13	26	19	26	37	18	2	1				158	11		147
						10	19	1				30		2	28
							10	10				20		3	17
							1	5	10	9	1	26		3	23
									9	5		14		0	14
						10	30	16	19	14	1	90		8	82

ve re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Bernalillo Public Schools

District - Sch. Year 1970-71

Enrollment - Graduates - Dropouts

School Board Members: Total 7
Indian 2

AVERAGE DAILY ATTENDANCE

District Elem. _____ Indian _____

District H. S. _____ Indian _____

No. of 8

No. of 1

GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	IND ENRO
Kg.		1	52														1
1			11	90	16												1
2				3	65	24											1
3					11	40	50	18									1
4						6	57	31									1
5						2	7	56	52	7							1
6								9	56	26	20	3					1
7									2	29	75	18	1				1
8											28	61	14	3			1
TOTAL ELEMENTARY		1	63	93	92	72	114	114	110	62	123	82	15	3			9
9											1	25	51	11			
10												2	19	48	14	2	
11														16	53	12	
12														1	12	52	
TOTAL SEC.											1	27	70	76	79	66	

* Students known to have re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Bernalillo Public Schools

District — Sch. Year 1970-71

Enrollment — Graduates — Dropouts

No. of 8th grade Indian graduates 99

No. of 12th grade Indian graduates 53

9	10	11	12	13	14	15	16	17	18	19+	INDIAN ENROLLMENT	*TRANS- FER	DROPOUT	TOTAL COMPL.
											53	1	3	49
											117	3		114
24											92	3		89
40	50	18									119		4	115
6	57	21									94	2	5	87
2	7	56	52	7							124		4	120
		9	56	26	20	3					114	1	9	104
			2	29	75	18	1				125		10	115
					28	61	14	3			106	1	6	99
72	114	114	110	62	123	82	15	3			944	11	41	892
					1	25	51	11			88	1	11	76
						2	19	48	14	2	85	1	8	76
								16	53	12	81	3	9	69
								1	12	52	65	1	11	53
					1	27	70	76	79	66	319	6	39	274

rolled in another school of any type.

DISTRICT SUMMARY REPORT

Bloomfield Municipal School

District - Sch. Year 1970-71

Enrollment - Graduates - Dropouts

School Board Members: Total 5
Indian 1

AVERAGE DAILY ATTENDANCE

District Elem. _____ Indian _____

District H. S. _____ Indian _____

GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Kg.			31	5											
1			6	51	20										
2					42	10	4								
3						41	10	5							
4							38	8							
5							2	41	8						
6									37	6					
7										40	2				
8										10	22	10			
TOTAL ELEMENTARY			37	56	62	51	54	54	45	56	24	10			
9												27	5		
10												2	21	2	
11													1	28	3
12															14
TOTAL SEC.												29	27	30	17

* Students known to have re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Bloomfield Municipal School

District – Sch. Year 1970-71

Enrollment – Graduates – Dropouts

No. of 8th grade Indian graduates 42

No. of 12th grade Indian graduates 18

8	9	10	11	12	13	14	15	16	17	18	19+	INDIAN ENROLLMENT	*TRANS- FER	DROPOUT	TOTAL COMPL.
												36			36
20												77			77
42	10	4										56			56
	41	10	5									56			56
		38	8									46			46
		2	41	8								51			51
				37	6							43			43
					40	2						42			42
					10	22	10					42			42
62	51	54	54	45	56	24	10					449			449
							27	5				32			32
							2	21	2			25			25
								1	28	3		32			32
										14	4	18			18
							29	27	30	17	4	107			107

re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Central Consolidated District No. 22

District - Sch. Year 1970-71

Enrollment - Graduates - Dropouts

School Board Members: Total 5
Indian 3

AVERAGE DAILY ATTENDANCE

District Elem. _____ Indian _____

District H. S. _____ Indian _____

GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Kg.		246														
1			450	44												
2				251	105											
3					201	101	20									
4						191	77	20	9							
5							160	80	18	7						
6								148	71	15	13					
7									144	90	21	19				
8										130	78	33				
TOTAL ELEMENTARY		246	450	295	306	292	257	248	242	242	112	52				
9												102	81	39	7	
10														118	21	
11														50	91	4
12															67	10
TOTAL SEC.												102	81	207	186	10

* Students known to have re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Central Consolidated District No. 22

District – Sch. Year 1970-71

Enrollment – Graduates – Dropouts

No. of 8th grade Indian graduates 237

No. of 12th grade Indian graduates 106

9	10	11	12	13	14	15	16	17	18	19+	INDIAN ENROLLMENT	*TRANS- FER	DROPOUT	TOTAL COMPL.
											246	5	50	191
											494	15		479
											356	9	1	346
101	20										322	7	1	314
191	77	20	9								297	13		284
	160	80	18	7							265	16	1	248
		148	71	15	13						247	19	3	225
			144	90	21	19					274	12	11	251
				130	78	33					241	11	9	221
292	257	248	242	242	112	52					2,742	107	76	2,559
						102	81	39	7		229	14		201
								118	21		139	15		96
								50	91	4	145	15		118
									67	101	168	13		106
						102	81	207	186	105	681	164		517

rolled in another school of any type.

DISTRICT SUMMARY REPORT

Cuba Independent Schools

District – Sch. Year 1970-71

Enrollment – Graduates – Dropouts

School Board Members: Total 5
Indian 0

AVERAGE DAILY ATTENDANCE

District Elem. _____ Indian _____

District H. S. _____ Indian _____

GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Kg.		13	28	5											
1			1	28											
2					24										
3						28	1								
4							34								
5								43							
6								1	51	45	30	8	4	2	1
7										4	24	33	13	5	
8											2	3	1	9	1
TOTAL ELEMENTARY		13	29	33	24	28	35	44	51	49	56	44	18	16	2
9										3	1	7	14	17	8
10													8	9	10
11														1	7
12															1
TOTAL SEC.										3	1	7	22	27	26

* Students known to have re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Cuba Independent Schools

District - Sch. Year 1970-71

Enrollment - Graduates - Dropouts

No. of 8th grade Indian graduates 16

No. of 12th grade Indian graduates 9

8	9	10	11	12	13	14	15	16	17	18	19+	INDIAN ENROLLMENT	*TRANS- FER	DROPOUT	TOTAL COMPL.
												46		10	36
												29		3	26
24												24		1	23
	28	1										29		3	26
		34										34		4	30
			43									43		5	38
			1	51	45	30	8	4	2	1		142		20	122
					4	24	33	13	5			79	2	6	71
						2	3	1	9	1	2	18		2	16
24	28	35	44	51	49	56	44	18	16	2	2	444	2	54	388
					3	1	7	14	17	8	3	53		3	50
								8	9	10	8	35		4	31
									1	7	3	11			11
										1	10	11		2	9
					3	1	7	22	27	26	24	110		9	101

ave re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Dulce Independent School District No. 21

District - Sch. Year 1970-71

Enrollment - Graduates - Dropouts

School Board Members: Total 5
Indian 3

AVERAGE DAILY ATTENDANCE

District Elem. _____ Indian _____

District H. S. _____ Indian _____

GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Kg.																
1																
2																
3																
4																
5																
6																
7																
8																
TOTAL ELEMENTARY																Handic
9																
10																
11																
12																
TOTAL SEC.																

* Students known to have re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Dulce Independent School District No. 21

District – Sch. Year 1970-71

Enrollment – Graduates – Dropouts

No. of 8th grade Indian graduates 27

No. of 12th grade Indian graduates 3

9	10	11	12	13	14	15	16	17	18	19+	INDIAN ENROLLMENT	*TRANS- FER	DROPOUT	TOTAL COMPL.
											42		1	41
											55	3		52
											49	4		45
											54	8		46
											39	3		36
											53	3		50
											35	2	1	32
											38	2	4	32
											33	1	5	27
									Handicap.		406	26	11	369
											42	2	11	29
											58	5	17	36
											22	2	8	12
											14	1	10	3
											136	10	46	80

rolled in another school of any type.

DISTRICT SUMMARY REPORT

Espanola Municipal Schools

District – Sch. Year 1970-71

Enrollment – Graduates – Dropouts

School Board Members: Total 5
Indian 0

AVERAGE DAILY ATTENDANCE

District Elem. _____ Indian _____

District H. S. _____ Indian _____

No. of

No. of

GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	IN ENR
Kg.																	
1			30	2													
2			5	21	3	2	1										
3				1	4	4											
4				3	7	22	5	1									
5				1		8	14	5									
6							3	19	7	2							
7								4	25	13							
8										27	6						
TOTAL ELEMENTARY			35	28	24	36	23	29	32	42	6						
9										5	12	12	1				
10											7	20	6		1		
11												5	17	13			
12												1	1	19	12		
TOTAL SEC.										5	19	38	25	32	13		

* Students known to have re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Espanola Municipal Schools

District – Sch. Year 1970-71

Enrollment – Graduates – Dropouts

No. of 8th grade Indian graduates 32

No. of 12th grade Indian graduates 30

	9	10	11	12	13	14	15	16	17	18	19+	INDIAN ENROLLMENT	*TRANS- FER	DROPOUT	TOTAL COMPL.
												32	1		31
2	1											32	1		31
4												19			19
22	5	1										38			38
8	14	5										28			28
	3	19	7	2								31	1		30
		4	25	13								42			42
				27	6							33	1		32
36	23	29	32	42	6							255	4		251
				5	12	12	1					30	2		28
					7	20	6		1			34			34
						5	17	13				35	3		32
						1	1	19	12			33	3		30
				5	19	38	25	32	13			132	8		124

Enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Farmington

District - Sch. Year 1970-71

Enrollment - Graduates - Dropouts

School Board Members: Total 5
Indian 1

AVERAGE DAILY ATTENDANCE

District Elem. _____ Indian _____
District H. S. _____ Indian _____

GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+
Kg.																
1		12	48	23	2	2										
2			5	18	14	2	2		2							
3				2	18	21	6	1								
4					3	10	10	4								
5						4	15	10	4	3						
6							2	11	11							
7								3	3	12	5	4	1			
8									1	10	7	6				
TOTAL ELEMENTARY		12	53	43	37	39	35	29	21	25	12	10	1			
9										5	6	13	4	1		
10												12	12	8	3	
11													5	7	3	
12														3	8	6
TOTAL SEC.										5	6	25	21	19	14	6

* Students known to have re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Farmington

District - Sch. Year 1970-71

Enrollment - Graduates - Dropouts

No. of 8th grade Indian graduates 24

No. of 12th grade Indian graduates 17

8	9	10	11	12	13	14	15	16	17	18	19+	INDIAN ENROLLMENT	*TRANS- FER	DROPOUT	TOTAL COMPL.
2	2											87			87
14	2	2		2								43			43
18	21	6	1									48			48
3	10	10	4									27			27
	4	15	10	4	3							36			36
		2	11	11								24			24
			3	3	12	5	4	1				28			28
				1	10	7	6					24			24
37	39	35	29	21	25	12	10	1				317			317
					5	6	13	4	1			29			29
							12	12	8	3		35			35
								5	7	3		15			15
									3	8	6	17			17
					5	6	25	21	19	14	6	96			96

re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Gallup-McKinley County Schools

District - Sch. Year 1970-71

Enrollment - Graduates - Dropouts

School Board Members: Total 5
Indian 3

AVERAGE DAILY ATTENDANCE

District Elem. _____ Indian _____
District H. S. _____ Indian _____

GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+
Kg.		558	11													
1		3	644	303	53	10	1	1								
2				441	282	72	19	6	1							
3				1	399	250	98	32	3	5						
4					5	342	271	100	39	8		1				
5						4	273	218	78	20	6	1	1			
6							2	190	302	91	19	6				
7								2	47	266	199	48	10	2		
8									1	56	221	175	42	6	3	
TOTAL ELEMENTARY	Sp. Ed.		2	8	4	6	4	3	4	5						
		561	677	753	743	684	668	552	475	451	445	231	53	8	3	
9										1	51	213	176	68	12	4
10											1	20	212	133	38	11
11													24	151	107	60
12														27	144	147
TOTAL SEC.										1	52	233	412	379	301	222

* Students known to have re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Gallup-McKinley County Schools

District – Sch. Year 1970-71

Enrollment – Graduates – Dropouts

No. of 8th grade Indian graduates 437

No. of 12th grade Indian graduates 277

7	8	9	10	11	12	13	14	15	16	17	18	19+	INDIAN ENROLLMENT	*TRANS- FER	DROPOUT	TOTAL COMPL.
													569	43	29	497
303	53	10	1	1									1,035	66	24	945
441	282	72	19	6	1								821	42	15	764
1	399	250	98	32	3	5							788	47	21	720
	5	342	271	100	39	8		1					766	52	16	698
		4	273	218	78	20	6	1	1				601	28	22	551
			2	190	302	91	19	6					610	41	18	551
				2	47	266	199	48	10	2			574	25	27	522
					1	56	221	175	42	6	3		504	24	43	437
8	4	6	4	3	4	5							36	1	1	34
753	743	684	668	552	475	451	445	231	53	8	3		6,304	369	216	5,719
						1	51	213	176	68	12	4	525	28	40	457
							1	20	212	133	38	11	415	25	58	332
									24	151	107	60	342	14	30	298
										27	144	147	318	12	29	277
						1	52	233	412	379	301	222	1,600	79	157	1,364

to have re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Grants Municipal Schools

District -- Sch. Year 1970-71

Enrollment -- Graduates -- Dropouts

School Board Members: Total 5
Indian 0

AVERAGE DAILY ATTENDANCE

District Elem. _____ Indian _____

District H. S. _____ Indian _____

GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Kg.															
1			35	36	4										
2			1	17	31	9	3	1							
3					16	25	12	6	2						
4						15	39	19	4						
5							17	35	12	1	5	3			
6								7	26	26	9	1			
7									45	46	27	6	2		
8									11	45	48	22	12	1	
TOTAL ELEMENTARY			36	53	51	49	71	68	100	118	89	32	14	1	
9										3	33	41	23	2	
10												21	41	18	5
11												1	26	44	17
12														11	33
TOTAL SEC.										3	33	63	90	75	55

* Students known to have re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Grants Municipal Schools

District – Sch. Year 1970-71

Enrollment – Graduates – Dropouts

No. of 8th grade Indian graduates 133

No. of 12th grade Indian graduates 42

	8	9	10	11	12	13	14	15	16	17	18	19+	INDIAN ENROLLMENT	*TRANS- FER	DROPOUT	TOTAL COMPL.
6	4												75	12		63
7	31	9	3	1									62	6		56
	16	25	12	6	2								61	4	1	56
		15	39	19	4								77	4	2	71
			17	35	12	1	5	3					73	7		66
				7	26	26	9	1					69	4		65
					45	46	27	6	2				126	7		119
					11	45	48	22	12	1			139	5	1	133
3	51	49	71	68	100	118	89	32	14	1			682	49	4	629
						3	33	41	23	2		1	103	4	6	93
								21	41	18	5		85	6	7	72
								1	26	44	17	3	91	3	8	80
										11	33	12	56	7	7	42
						3	33	63	90	75	55	16	335	20	28	287

have re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Jemez Mountain

District - Sch. Year 1970-71

Enrollment - Graduates - Dropouts

School Board Members: Total 5
Indian 0

AVERAGE DAILY ATTENDANCE

District Elem. _____ Indian _____

District H. S. _____ Indian _____

GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Kg.		4														
1			1	16	1	4	1									
2					7	5										
3						3	2									
4							3	5		1						
5									6							
6									5	3						
7																
8																
TOTAL ELEMENTARY		4	1	16	8	12	6	5	11	4						
9												2				
10																
11															1	
12																1
TOTAL SEC.												2			1	1

* Students known to have re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Jemez Mountain

District – Sch. Year 1970-71

Enrollment – Graduates – Dropouts

No. of 8th grade Indian graduates 0

No. of 12th grade Indian graduates 1

8	9	10	11	12	13	14	15	16	17	18	19+	INDIAN ENROLLMENT	*TRANS- FER	DROPOUT	TOTAL COMPL.
												4			4
1	4	1										23		1	22
7	5											12			12
	3	2										5		2	3
		3	5		1							9			9
				6								6		3	3
				5	3							8			8
8	12	6	5	11	4							67		6	61
							2					2			2
										1		1			1
											1	1			1
							2			1	1	4			4

ve re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Jemez Springs

District - Sch. Year 1970-71

Enrollment - Graduates - Dropouts

School Board Members: Total 7
Indian 2

AVERAGE DAILY ATTENDANCE

District Elem. _____ Indian _____

District H. S. _____ Indian _____

GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Kg.	5	14	4												
1			10	6	3										
2				11	12	4									
3					4	11	1								
4					3	7	16	4	1						
5							8	9	6						
6							1	2	11	10	6				
7									3	8	10	1			
8										7	10	8	1		
TOTAL ELEMENTARY	5	14	14	17	22	22	26	15	21	25	26	9	1		
9											9	21	7	1	
10												7	23	6	
11												1	8	21	4
12														2	17
TOTAL SEC.											9	29	38	30	21

* Students known to have re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Jemez Springs

District – Sch. Year 1970-71

Enrollment – Graduates – Dropouts

No. of 8th grade Indian graduates 26

No. of 12th grade Indian graduates 23

9	10	11	12	13	14	15	16	17	18	19+	INDIAN ENROLLMENT	*TRANS- FER	DROPOUT	TOTAL COMPL.
											23		4	19
											19	1		18
4											27	2		25
11	1										16	1		15
7	16	4	1								31	1		30
	8	9	6								23	1		22
	1	2	11	10	6						30			30
			3	8	10	1					22	3	1	18
				7	10	8	1				26			26
22	26	15	21	25	26	9	1				217	9	5	203
					9	21	7	1			38	2	1	35
						7	23	6		1	37		1	36
						1	8	21	4		34	1	1	32
								2	17	7	26	1	1	24
					9	29	38	30	21	8	135	4	4	127

rolled in another school of any type.

DISTRICT SUMMARY REPORT

Los Lunas

District - Sch. Year 1970-71

Enrollment - Graduates - Dropouts

School Board Members: Total 5
Indian 0

AVERAGE DAILY ATTENDANCE

District Elem. _____ Indian _____

District H. S. _____ Indian _____

No. of

No. of

GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	IF ENF
Kg.		10															
1			11														
2				21													
3					20												
4						30											
5							28										
6								31									
7									43								
8										34							
TOTAL ELEMENTARY		10	11	21	20	30	28	31	43	34							
9											33						
10												27					
11													22				
12														25			
TOTAL SEC.											33	27	22	25			

* Students known to have re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Los Lunas

District - Sch. Year 1970-71

Enrollment - Graduates - Dropouts

No. of 8th grade Indian graduates 34

No. of 12th grade Indian graduates 24

8	9	10	11	12	13	14	15	16	17	18	19+	INDIAN ENROLLMENT	*TRANS- FER	DROPOUT	TOTAL COMPL.
												10			10
												11	1		10
												21	2		19
20												20			20
	30											30	1		29
		28										28			28
			31									31	1		30
				43								43	2		41
					34							34			34
20	30	28	31	43	34							228	7		221
						33						33	2		31
							27					27	6		21
								22				22	2		20
									25			25	1		24
						33	27	22	25			107	11		96

re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Magdalena Municipal Schools

District - Sch. Year 1970-71

Enrollment - Graduates - Dropouts

School Board Members: Total 5
Indian 1

AVERAGE DAILY ATTENDANCE

District Elem. _____ Indian _____

District H. S. _____ Indian _____

GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+
Kg.																
1				18	22	4										
2					3	16	2	1								
3						3	22	6	1							
4								10	7							
5								1	15	8		1	1			
6								1		14	10	4	2			
7											7	8	2			
8										1		9	2	4		
TOTAL ELEMENTARY				18	25	23	24	19	23	23	17	22	7	4		
9												1	9	3	5	
10													1	2	5	
11															3	13
12																4
TOTAL SEC.												1	10	5	13	17

* Students known to have re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Magdalena Municipal Schools

District – Sch. Year 1970-71

Enrollment – Graduates – Dropouts

No. of 8th grade Indian graduates 15

No. of 12th grade Indian graduates 2

8	9	10	11	12	13	14	15	16	17	18	19+	INDIAN ENROLLMENT	*TRANS- FER	DROPOUT	TOTAL COMPL.
22	4											44		3	41
3	16	2	1									22	1		21
	3	22	6	1								32	1		31
			10	7								17	3		14
			1	15	8		1	1				26	1	1	24
			1		14	10	4	2				31		2	29
						7	8	2				17		2	15
					1		9	2	4			16		1	15
25	23	24	19	23	23	17	22	7	4			205	6	9	190
							1	9	3	5		18		2	16
								1	2	5		8	1	2	5
										3	13	16		2	14
											4	4		2	2
							1	10	5	13	17	46	1	8	37

re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Penasco Public Schools

District - Sch. Year 1970-71

Enrollment - Graduates - Dropouts

School Board Members: Total 7

Indian 1

AVERAGE DAILY ATTENDANCE

District Elem. _____ Indian _____

District H. S. _____ Indian _____

GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+
Kg.																
1																
2						3										
3																
4								3								
5									1							
6																
7											2					
8												1				
TOTAL ELEMENTARY						3		3	1		2	1				
9												2	1			
10														2		
11																1
12															2	1
TOTAL SEC.												2	1	2	2	2

* Students known to have re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Penasco Public Schools

District - Sch. Year 1970-71

Enrollment - Graduates - Dropouts

No. of 8th grade Indian graduates 1

No. of 12th grade Indian graduates 3

	8	9	10	11	12	13	14	15	16	17	18	19+	INDIAN ENROLLMENT	*TRANS- FER	DROPOUT	TOTAL COMPL.
		3											3			3
				3									3		1	2
					1								1			1
							2						2			2
								1					1			1
	3		3	1		2	1						10		1	9
							2	1					3			3
									2				2			2
											1		1			1
									2	1			3			3
							2	1	2	2	2		9			9

e-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Pojoaque Valley Schools

District - Sch. Year 1970-71

Enrollment - Graduates - Dropouts

School Board Members: Total 5
Indian 1

AVERAGE DAILY ATTENDANCE

District Elem. _____ Indian _____

District H. S. _____ Indian _____

No. of 8

No. of 1

GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	IND ENRO
Kg.																	
1																	
2																	
3																	
4																	
5																	
6																	
7									1	11							
8										6	9	4	1				
TOTAL ELEMENTARY									1	17	9	4	1				
9											2	5	1				
10												6	12	1	1	1	
11													5	3	1		
12														1	6	1	
TOTAL SEC.											2	11	18	5	8	2	

* Students known to have re-enrolled in another school of any type.

Pojoaque Valley Schools
District – Sch. Year 1970-71
Enrollment – Graduates – Dropouts

No. of 12th grade Indian graduates 7

re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Ruidoso Municipal

District - Sch. Year 1970-71

Enrollment - Graduates - Dropouts

School Board Members: Total 5
Indian 0

AVERAGE DAILY ATTENDANCE

District Elem. _____ Indian _____

District H. S. _____ Indian _____

GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+
Kg.	2	4														
1			6	2												
2				5	3	1	1									
3					1	2	1									
4						1	2	1								
5								2	1							
6								1	4							
7									2	2						
8										2						
TOTAL ELEMENTARY	2	4	6	7	4	4	4	4	7	4						
9												1	6			
10													1	1		
11															1	1
12															1	
TOTAL SEC.												1	7	1	2	1

* Students known to have re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Ruidoso Municipal

District - Sch. Year 1970-71

Enrollment - Graduates - Dropouts

No. of 8th grade Indian graduates 2

No. of 12th grade Indian graduates 0

8	9	10	11	12	13	14	15	16	17	18	19+	INDIAN ENROLLMENT	*TRANS- FER	DROPOUT	TOTAL COMPL.
												6		1	5
												8			8
												10			10
3	1	1										4			4
1	2	1										4			4
	1	2	1									4			4
			2	1								3			3
			1	4								5			5
				2	2							4			4
					2							2			2
4	4	4	4	7	4							46		1	45
							1	6				7			7
								1	1			2			2
										1	1	2			2
										1		1	1		0
							1	7	1	2	1	12	1		11

ave re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Taos Municipal

District – Sch. Year 1970-71

Enrollment – Graduates – Dropouts

School Board Members: Total 7
Indian 1

AVERAGE DAILY ATTENDANCE

District Elem. _____ Indian _____

District H. S. _____ Indian _____

No. o

No. o

GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	EN
Kg.																	
1			7	2	1												
2				3	2												
3					4	4											
4						7	4										
5							5	3									
6								2	4								
7									5	7							
8										6	8						
TOTAL ELEMENTARY			7	5	7	11	9	5	9	13	8						
9											10	13					
10												8	11				
11													6	10	1		
12														8	10	7	
TOTAL SEC.												10	21	17	18	11	7

* Students known to have re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Taos Municipal

District — Sch. Year 1970-71

Enrollment — Graduates — Dropouts

No. of 8th grade Indian graduates 13

No. of 12th grade Indian graduates 23

9	10	11	12	13	14	15	16	17	18	19+	INDIAN ENROLLMENT	*TRANS- FER	DROPOUT	TOTAL COMPL.
											10			10
											5			5
4											8	1		7
7	4										11			11
	5	3									8			8
		2	4								6	1		5
			5	7							12			12
				6	8						14		1	13
11	9	5	9	13	8						74	2	1	71
					10	13					23	1	3	19
						8	11				19		2	17
							6	10	1		17		2	15
								8	10	7	25		2	23
					10	21	17	18	11	7	84	1	9	74

ed in another school of any type.

DISTRICT SUMMARY REPORT

Tularosa Municipal Schools

District – Sch. Year 1970-71

Enrollment – Graduates – Dropouts

School Board Members: Total 5
Indian 1

AVERAGE DAILY ATTENDANCE

District Elem. _____ Indian _____

District H. S. _____ Indian _____

GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+
Kg.		24	15													
1			30	27	7	2										
2				10	32	5	1									
3					12	24	4	2				1				
4						12	25	14								
5							7	21	10							
6								15	9	13						
7										19	9	1				
8											12	2	1			
TOTAL ELEMENTARY		24	45	37	51	43	37	52	29	32	21	4	1			
9											6	24				
10												17	4			1
11													15	5	1	1
12															14	5
TOTAL SEC.											6	41	19	5	15	7

* Students known to have re-enrolled in another school of any type.

DISTRICT SUMMARY REPORT

Tularosa Municipal Schools

District – Sch. Year 1970-71

Enrollment – Graduates – Dropouts

No. of 8th grade Indian graduates 10

No. of 12th grade Indian graduates 10

	8	9	10	11	12	13	14	15	16	17	18	19+	INDIAN ENROLLMENT	*TRANS- FER	DROPOUT	TOTAL COMPL.
													39	5		34
7	2												66	2		64
32	5	1											48	2		46
12	24	4	2					1					43			43
	12	25	14										51			51
		7	21	10									38	2		36
			15	9	13								47	2		45
						19	9	1					29		6	23
							12	2	1				15		5	10
51	43	37	52	29	32	21	4	1					376	13	11	352
							6	24					30	4	1	25
								17	4			1	22	3	5	14
									15	5	1	1	22	1	3	18
											14	5	19	2	7	10
							6	41	19	5	15	7	93	10	16	67

ave re-enrolled in another school of any type.